

Civil Air Patrol

Corporate Learning Course

-- Roles and Responsibilities of the CAP Wing

Volume II
Instructor Guide



Corporate Learning Course

INSTRUCTOR GUIDE

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Corporate Learning Course

Instructor's Introduction

As an instructor you have perhaps the most important role within the CAP senior member training program. You impart basic knowledge, you explain the system. You share not only your knowledge but more importantly your experience with newer members. You give these members a tremendous gift.

It is also a tremendous responsibility, for much of the responsibility for ensuring the quality of the CLC now lies with you. We will explain to you the philosophy of the CLC, give you the tools, and give you tips to make your presentation effective. But in the end, your preparation, your desire to teach, and your presentation are the keys of success. You determine the success or failure of the Corporate Learning Course. You are where the "rubber meets the road."

What must you do? What should your frame of reference be? The answer to these questions lies in the thorough understanding of the objectives of the Corporate Learning Course:

1. ***Identify the function of the three mission elements of the wing.***
2. ***Explain how the wing operates to carry out the Aerospace Education mission.***
3. ***Explain how the wing operates to carry out the Cadet Programs mission.***
4. ***Explain how the wing operates to carry out the Emergency Services mission.***
5. ***Explain how the mission support functions support the three main mission elements of the wing.***
6. ***Analyze situations where core values impact the operation of the wing.***

The objectives will guide your instruction throughout the CLC. The functional areas that will be covered during the CLC are:

1. ***Aerospace Education***
2. ***Emergency Services***
3. ***Cadet Programs***
4. ***Administration***
5. ***Personnel***
6. ***Safety***
7. ***Inspection***
8. ***Logistics***
9. ***Supply***
10. ***Operations***
11. ***Legal***
12. ***Insurance***
13. ***Finance***
14. ***Training***
15. ***Public Affairs***
16. ***Chaplain***

These functional areas will be grouped into four segments: Aerospace Education, Emergency Services, Cadet Programs, and Mission Support.

As you can see, these objectives discuss some similar issues with the Squadron Leadership School (SLS), for instance, the three missions of CAP, staff functions, and Core Values. But unlike the SLS, these issues will be discussed from the perspective of the wing (as you remember the SLS's perspective was how the squadron fit, and the squadron's obligations to itself and the mission). The discussions here will focus on the wing's role in accomplishing the mission, and the root relationships between the wing and the squadron. Essentially, your job will be to tell the student what the wing does, and why they do it.

The CLC seeks to give students the answers to seven vitally important questions:

- a. *Why is the wing so important?*
- b. *What is the wing commander's responsibility?*
- c. *What does the wing do to accomplish CAP's three main missions?*
- d. *How do specific wing staff officers interact with the squadron?*
- e. *Why do the wing staff officers ask for what they ask for?*
- f. *How do squadron efforts contribute to the effectiveness of the wing?*
- g. *What is the role of CAP's Core Values system at the wing level?*

The intent of the CLC is to not only discuss the three main missions and the functions most closely associated with them, but to have the students gain an appreciation of how the missions, and their associated functions support each other. For instance, Operations is traditionally associated with Emergency Services, and they do much work in this area. But Operations is equally involved in the Cadet Program through orientation flights, communications and drug demand reduction. Operations also participates in the aerospace education mission again, through orientation flights, flight training, the CAP-ROTC initiative, and other functions. Each of these initiatives are just as important to CAP, and require as much commitment, as the Emergency Services functions that Operations performs.

The operative phrase here when instructing is "promote balance". Your underlying message should always be that the missions relate to one another, and no function (ops, ES, admin, chaplain, etc) operates exclusively for the benefit of a single mission. They are tied, either directly or indirectly.

We will provide you a great deal of materials to help students answer these questions. Keep this in mind though: we cannot make all the connections between the wing and the squadron. Each wing tailors their relationships to meet their own needs. You will have to fill in these blanks. For instance, say your wing centrally controls and schedules all cadet orientation flights. This is important for the students to know, and you have to bring this to their attention.

Still another example: if your wing has a strategic plan, the CLC may be the perfect forum to explain the plan, and show how the squadron fits into it.

The point to remember is that the Corporate Learning Course provides a *foundation* for you to teach your students about the wing and its relationship with the squadron. It is not a totally self-contained course nor should it be.

How to use the materials

The following materials will be available to you as you prepare for your segment:

- a. *This instructor guide*

- b. The accompanying Power Point slide presentation in either transparency or electronic format (available through the course director). Transparency slide summaries are provided in the back of this guide.*
- c. The student guide (required so that you can prepare your discussion around the exercises in the guide)*

The lesson plans, teaching outlines, slide transparencies, and student guide should be used together to help you to prepare for your class. When using the teaching outline, cover the items listed in bold print FIRST, these are also the items covered in the slides and the student guide. If you feel a topic outlined in plain text is important to your presentation, or you would like to fill extra time, feel free to build it into your presentation.

The materials we have provided are only outlines. You must gather information pertinent to your wing's operation in order to present your class. This is for two reasons. First, by providing outlines only the lifetime of the material can be increased. Perishable information can be kept at a minimum leaving you more time to present your segment and reducing the time you'll need to correct outdated information. Second, by not scripting this particular course, we've given you more flexibility in how you cover the topics, and the degree of emphasis that you apply. This will help you to better meet the needs of your wing.

Read through the materials provided for the CLC, not just your class; but all classes. See how the courses fit together, and begin to determine how you can tailor the material with your audience. In the next section we'll discuss the criteria for credit and preparation necessary to hold a Corporate Learning Course. We'll also look at generalizations about adult education and some teaching techniques to help you improve your presentation.

Again, thank you, for instructing the Corporate Learning Course.

Corporate Learning Course

GENERALIZATIONS ON ADULT EDUCATION

The following generalizations on adult education provide an excellent framework for developing curriculum intended for adult students. These are also excellent guidelines for the instructor to think about and use when presenting the Corporate Learning Course.

Generalizations on Adult Education

Definition: Adult education is the process through which adults have and use opportunities to learn systematically under the guidance of an organization, teacher, supervisor, trainer, or leader. It is a cycle of planning, conducting and evaluating learning activities. It requires guidance by the teacher or trainer. It is concerned with purposeful guided learning. It is usually ungraded.

1. Adult learning is problem centered: an adult expects the learning to fit into daily life.
2. Adults use previous experiences to learn new material.
3. Adults have likes and dislikes with dislikes getting stronger with age.
4. Adults are extremely sensitive to failure in the learning situation.
5. The most effective learning environment for adults is one where leadership is shared.
6. Many adults doubt their ability to learn.
7. Physical factors can impair learning.
8. Adults expect the answers they get to be correct and work. They are often goal directed.
9. Adults in the learning environment will vary widely in age, experience, motivation and goals.
10. The learning strategy (methods and techniques) should be suited to the learner, not the learner to the strategy.
11. Learning for an adult is a slow, evolutionary undertaking that requires time to ripen.
12. Adults affected by instructional decisions should be able to influence those decisions.
13. Adults need to be respected in the learning environment for choosing to be present.
14. Adults control their own learning. The teacher/trainer is a facilitator of learning, not a "teller" of facts.

The Instructor's Job

Your job as the director or segment instructor is to present the material in an efficient, and yet entertaining manner. You are the conduit, the material goes through you to the students. To do this, you must first know the material. Become familiar with the material we have, and find some supporting material so you can answer questions which may arise. As director, ensure that your instructors are also prepared. Look over their plans, perhaps have a rehearsal to see that they are comfortable teaching the material

Second, tailor the school to fit the needs of your students. You may want to extend a class if you feel your students will need more time.

TEACHING TECHNIQUES

What follows are some short segments containing hints for different teaching techniques. You and your instructors will use a variety of these techniques throughout the course. These segments have been adapted from the Leadership 2000: And Beyond text.

Always remember that in a way when you try to teach a subject, you are trying to sell the idea to the students. You want the students to adopt the ideas and practices and use them in their own squadrons. You sell them the ideas by explaining them to the students, pointing out the pros and cons, and leading them to believe that it is the best course of action for them. It doesn't have to be a hard sell, but it does necessitate that you believe in the subject matter you teach yourself.

Presentations in General

Presentations can be used for virtually any group, from the small group to as many as several hundred. There are many ways to present to groups, and many things to remember. For now however, here are seven hints which will help you as you prepare to speak in front of your class.

Know your subject: Review or research any part of your subject you are unsure about. You must be ready to answer - or find the answer quickly - any question that may arise.

Be prepared: Make sure you have all the materials you need to teach the class. Do you have you handouts, if needed? Is your audio visual equipment working? Do you have a back up system should the primary fail? Do you have a review prepared? Do you feel comfortable?

Appearance: How do you look? Is your uniform in order? Are you well groomed? Do you look rested and in control? How is your posture? If you were the student, what kind of first impression would you draw?

Presentation: Don't read your entire presentation verbatim. Do not distract your audience with nervous mannerisms or inappropriate dress. Introduce your subject. Have your outline handy for easy reference. Speak clearly, and loud enough to be heard and understood by all; and, be sure to maintain eye contact with the audience.

Teaching Aids: Try not to turn your back to the audience when using teaching aids. Be familiar with all the equipment. Ensure your teaching aids assist and don't detract from the presentation. As before, always have a back up plan.

Feedback: Ask questions, use a case study, or call for discussion. Review the subject before ending the class, and always try to promote some kind of interaction with the class. Act as

the “devil’s advocate” within discussion to stimulate creative thought. Ask for feedback not only on subject matter but also on the quality of the presentation. Look at both positive and negative feedback.

Evaluation: As the director or instructor, you will need to evaluate both yourself and your subordinates. This is where feedback is especially helpful. There are two types of evaluations: formal and informal. An example of a formal evaluation is the course critique you will administer at the conclusion of this course. Informal evaluation might take the form of a discussion with the instructor after the presentation to review the session and provide constructive feedback to the instructor.

The Lecture

The lecture is the most common teaching technique. It is basically a one way conversation with the instructor providing the information to the students. There is generally little opportunity for direct feedback, but the lecture is very effective when informing or when the volume of material or time constraints preclude using other methods.

CHARACTERISTICS OF A GOOD SPEAKER

To be effective when teaching by lecture you should always strive to improve your speaking skills. Eighty percent of all communication is speaking. A highly competent speaker has three fundamental qualities: *integrity*, *knowledge*, and *skill*.

Integrity: Integrity is truth, honesty. If your students feel you believe what you say, they may believe it also. Also, be sure to remember your role as an instructor outside the classroom. Your students will notice if you don’t “walk the talk”, so if you teach something, practice it yourself. If you are arrogant, hostile, fearful or do not build confidence, your listeners may close their minds to your message.

Knowledge: Know both the material you want to present and know your audience. Think about what they already know about the subject, and anticipate how they will react to your presentation. Since your speaking is designed to get a response from your students, know something about their behaviors and characteristics. For instance, determine whether they may be hostile to a particular concept, so you can look for ways to sell the idea differently.

Skill: You must be able to present your material effectively. The material must be organized both for your audience and for you. The next step is good delivery. It cannot substitute for good organization, but the way you project your ideas should have dignity, force, and effectiveness. A third skill is handling questions for those who ask them, especially during briefings. Anticipate questions and insert the answers into the presentation. Also, prepare a reservoir of facts to augment the presentation. Don’t try to work all of them in, but have the information available when asked.

DEVELOPING THE LECTURE

Before you sit down and develop your lecture, you must ask yourself some questions about subject, purpose, and situation. When you think about the subject, think in terms of the interests and needs of the students while you think about the presentation. While they have a responsibility to listen to your presentation, know that they will probably be more attentive if they

are also interested in the subject matter. While in this course you have little input into the choice of subject, you can personalize the material to make it more interesting.

Limit the subject by thinking about the student's needs, level of proficiency you desire and the amount of time you have to deliver the class. While you can add your own information to the materials we provide, remember that relevance is the key. Keep it pertinent.

Remember that your purpose is to inform the students and to persuade them that the ideas you are presenting are worthy of consideration.

Remember that every class is different, in terms of the students' intellectual and experience level, their temperament, and your relationship with them. The students may want to focus on a different aspect of the subject than the last class. Be ready to roll with the punches, but remember that it is your responsibility as the instructor to make sure the lesson objectives are covered.

We have gathered most of the information for you. You can probably teach this course solely from the materials we have provided. But we want you to personalize the course for your students and for your wing. When you do this, be sure to develop an outline about what you want included to fill out the course.

Don't be afraid to draw on your own experience or the experience of others. If you are very skilled, you should be able to draw from class experience and be very effective. Don't be afraid to change and add material as time goes on, teaching is a constant improvement process.

We have also organized most of the materials for you in providing the class materials, instructor's pages, and slides. Using these materials, it should be straight forward to develop a plan of action.

Remember to make an effective introduction. Arouse curiosity, and establish the tone for the class. This is where your students will listen most closely, so make it count.

We have provided the body for you. You'll also find case studies to facilitate the process. The most effective tool you have is the slides. Use them. By the way, the slides are memory joggers, not the class itself. Do your legwork before you begin.

The conclusion you create should be brief, and should review the main points.

MAKING THE PRESENTATION

You are all set, now its show time. How do you feel? How should you feel? What should you do?

Even experienced speakers become nervous before a presentation. In fact, this nervous energy is probably beneficial because it can remind you to tie up loose ends to become more sure of yourself.

You can relieve some of the nervousness by knowing your material cold, and by being enthusiastic about the subject. It's also a good idea to rehearse the presentation before actually going in front of the class. Consider using a tape or video recorder when you rehearse. As you begin, draw a breath. It calms you down at the last minute and helps you to focus.

Don't focus on yourself as you present the material. Remember to focus your attention both on the subject matter and on your audience.

It's okay to move around, but move to your advantage. Try to move purposefully, and to be dynamic, rather than moving nervously, or worse, not moving at all. Moving dynamically helps the students keep their attention focused on you. Use movement to emphasize important points. Move from behind the desk or podium to get "closer" to the students.

Maintain eye contact with the audience. Look at several people at different points around the room. Do not look at the floor, constantly at your notes, at a single point in the room, or off into space. Maintaining eye contact also gives you non-verbal feedback. You can see if the students are listening.

Remember the power of your voice. Good voices have three important characteristics: quality, intelligibility, and variety. Think about some of the more effective speakers you have heard of. What made them pleasant to listen to? Now, think of some of the poorer speakers you've heard of, and what you remember about them.

Finally, when possible, speak extemporaneously. Try not to read from a manuscript or directly from the text. By speaking extemporaneously, you use the material provided and plan what you wish to say. You outline the points you want to get across and possibly key words and phrases. But it also allows you the freedom to rearrange ideas if needed, and allows you the most overall flexibility.

The Seminar

The seminar requires as much preparation as a lecture but is more of a free form way of teaching the subject matter. It is especially important that you both be clear on the class' purpose and that you know the composition and experience level of the students.

Use the checklist below as a guide for conducting seminar sessions:

Prepare to be deeply involved with the seminar topic and getting the students to talk productively.

Introduce the topic. State your objectives - be factual, but brief. Stick to the purpose.

Ask well-planned questions. Write them out. Rehearse.

Be a good listener, open minded and objective. Avoid taking sides.

Avoid using sarcasm, ridicule, judgment, or argument when guiding the discussion. Do not demean anyone.

Involve all members of the group.

Think ahead of the group and lead by asking open-ended questions.

Encourage members to think on their own. Establish an attitude on common helpfulness.

Be sensitive to group actions and reactions. Attempt to understand what lies behind the words of each student.

Understand individual behavior and change the behavior if necessary so the group can achieve its purposes.

Be honest when you do not know. Avoid quibbling, anger, and personal affront.

Be friendly, calm, and attentive. If humor seems appropriate, be sure the story can relate to the topic. It must be in good taste. Do not tell off-color jokes.

Keep control of the group process. Summarize the points covered and keep the discussion directed toward the seminar and learning objectives.

Avoid letting one student control the discussion.

Make a final summary and relate the progress of the students to goal achievement.

Close on time.

Help evaluate the seminar by completing required reports, rating forms, comments, and record of student responses.

CASE STUDIES

We have provided several case studies for you to use in this course. The case study is a learning experience where you use a real life situation to more effectively teach procedures, concepts, patterns of behavior, or other courses of action. This method challenges the students by getting them involved and allows them to apply their knowledge and experience to explore or solve cases. Cases may deal with one, or many skills; and can be written or oral.

The key here is to lead them to the desired conclusion (if there is one) while not solving the case for them. Ask questions to stimulate the creative process, to get your students to think through the case study, and not to quickly draw out the answer.

Additional Teaching Techniques

Though you may not use all the techniques we are briefly presenting while teaching this course; it is helpful for you to be familiar with them when you return to your own unit. In this last section, we will quickly discuss some other teaching tools which you may use in the future.

PANEL DISCUSSIONS

Panel discussions are either structured or unstructured, and take place between two or more experts (usually excluding the regular instructor). Constructive arguments by each panel members are often followed by debate and response to questions from the instructor (moderator)

an/or the audience. Many Sunday morning news shows use this format effectively, if you wish to see an example.

Panel discussions are different from seminar discussions in that in the panel discussion the experts present their views, versus the seminar in which the students themselves debate the question or topic.

PRACTICAL EXERCISES

Practical exercises differ from case studies in large part because they are usually contrived to set up a learning situation, or concentrate on hands-on skills. They can involve field trips, simulations, and role playing.

Field trips bring the learning environment to the student. Here, students interact with people, places, things, and situations which helps attain the educational objective. Here, the settings are the primary teaching tool you have, because you can envelop the students within the desired environment.

Simulations are low-risk, educational experiences that substitute for some real-life situations. They involve any number of people and topics, and supplement what is learned in the classroom. More elaborate versions may involve special equipment, specially trained staff, or special sites.

Role playing exercises require students to project themselves into a simulated interpersonal situation and play the parts of persons and situations assigned by you. For this reason, it has the potential of providing more personal experience that can be achieved by using the case study. Role playing is mostly used to practice skills in counseling, interviewing, and conference leadership. As the instructor, you are free to point out good and bad points and steer the action. This type of exercise could be very useful to use in the "Core Values" segment.

While these descriptions have been short, and certainly aren't all the teaching techniques available to you, they should provide a foundation for you to begin mapping out how you want to teach these segments. Have fun with the class, material and students. Enjoy what you are doing and the process. When you have fun, they will.

Special Terms

ATTENTION: The attention step is intended to catch the student's interest. An attention step is included in each lesson, but instructors are encouraged to local attention statements to supplement the lessons.

MOTIVATION: The motivation step gives students reasons why they need to know the information in the lesson. Again, instructors are encouraged to develop their own motivation statements to personalize the statements for the students.

OVERVIEW: The overview includes a brief review of the main points you will cover in the lesson. This is the introduction to the lesson.

SUMMARY: The summary reviews the main points at the end of the lesson and ties the lesson together.

CLOSURE: The closure statement ends the lesson and refocuses the students' attention to the next lesson.

SAMPLE OF BEHAVIOR: A sample of behavior is the measuring stick by which you can measure the students' absorption of information. To measure the sample of behavior, you will use some kind of evaluation, or test. In the CLC, your tool will be the case study. Each case study measures the students' understanding of the lesson.

*Corporate Learning Course***COURSE OUTLINE**

Total CLC Course Time: 13 hours

Command Introduction/Liaison Officer Overview: 50 minutes

Total CLC Mission Area Time: 6 hours

Total Mission Support Functions Area Time: 5 hours 20 minutes

Capstone Exercise: 60 minutes

This section provides the director and instructors with a course outline and approximate time allotments.

The course must include a minimum of **six** hours in the mission areas.

Overview:

Command Introduction (20 minutes)

Liaison Officer Overview (30 minutes)

Aerospace Education (90 minutes)

Emergency Services/Operations (3 hours)

 Emergency Services (25 minutes)

 Flight Operations (25 minutes)

 Counterdrug (25 minutes)

 Drug Demand Reduction (25 minutes)

 AFROTC/CAP Initiative (25 minutes)

 Safety (25 minutes)

 Communications (25 minutes)

Cadet Programs (90 minutes)

Mission Support (5 hours 20 minutes)

 Member Services and Administration (40 minutes)

 Logistics (40 minutes)

 Legal (40 minutes)

 Training (40 minutes)

 Finance (40 minutes)

 Marketing/Public Relations (40 minutes)

 Chaplain Service (40 minutes)

 Inspection (40 minutes)

Capstone Exercise (60 minutes)

Corporate Learning Course**LESSON PLAN****Command Introduction****DURATION:** 20 Minutes**TEACHING METHOD:** Lecture/Discussion**REFERENCES:** Student Guide, **slide/transparencies summary (Instructor Guide page 89)****TEACHING AIDS:** Student guide, slide/transparencies presentation (available from director)**READING ASSIGNMENT:** None**Lesson Objective:**

Describe the duties and responsibilities of the wing commander.

Behavioral Objectives:

1. Distinguish between the duties of the wing commander with regard to his/her status as the leader of CAP's state activities and his corporate responsibility as a member of the National Board.
2. Summarize the wing staff's responsibility to the wing commander.
3. Identify the commander's expectations about the CLC.
4. Assess how information in the CLC can be used to improve the operation of their unit and wing.

LESSON STRATEGY:

This segment should be done by the Wing Commander or the Wing Vice-Commander. This is the commander's opportunity to set the tone both for this school and for wing senior training in general.

The teaching outline provides an introduction, outline of the main points, and conclusion which should be adapted as required to meet the needs of a particular wing. The points outlined in bold face must be covered, and those in plain face may be covered if the instructor feels the points are pertinent to their wing or there is extra time. We recommend that the lesson be personalized by the presenter to reflect the unique characteristics of the wing.

The comments should be brief, but meet the learning objectives. The suggested discussion points will provide a solid framework for the remainder of the course.

LESSON OUTLINE**MAIN POINTS**

- I. The Wing Commander's roles as the state's commander (operational control) and as a corporate officer (policy maker).
- II. The wing staff's responsibility to the wing commander
- III. The wing commander's expectations about the Corporate Learning Course
- IV. Using the CLC to improve the operation of the student's units and the wing
- V. Air Force Core Values

Corporate Learning Course

TEACHING OUTLINE

Command Introduction

Lesson Objective: Describe the duties and responsibilities of the wing commander.

INTRODUCTION (Note: The presenter may either use the suggested introduction and conclusion below or to personalize the his/her introduction and conclusion to better fit the needs of the wing.)

ATTENTION: You have taken an important step in your CAP training today. By attending the CLC you will be able to contribute more effectively to not only your squadron, but to the wing as well.

MOTIVATION: The CLC will help you to understand wing operations and how squadron operations – your squadron – assist the wing to ensure that CAP services are delivered anytime, anywhere.

OVERVIEW: Before we get started, I want to explain to you what I do as the wing commander, because what I do directly and indirectly affects how you do your jobs. I want to talk to you for a moment about my roles – both in this state – and as a member of the National Board.

But more importantly, I want to talk to you about what I hope you will get from the Corporate Learning Course; and, how I would like you to apply what you will learn at your local squadron. I believe in the CLC, and I want to show you how important getting all you can out of CLC will help the wing at large.

BODY

MP I. The wing commander's roles as the state's commander (operational control) and as a corporate officer (policy maker)

- A. The role of the wing commander as the lead officer of all CAP units within the state**
 - 1. Commander over all subordinate units within the state and the wing staff**
 - 2. Responsible for the wing's safety program**
 - 3. Responsible for the wing's accomplishment of CAP's missions (operational)**
 - 4. Primary representative to the state government**
 - a. Memorandums of agreement
 - b. State funding of CAP
 - c. General relationship with state agencies
- B. The role of the wing commander as the wing's representative to the National Board (policy maker)**

1. Voting member of the National Board – charged with establishing national CAP policy

- a. How this policy sometimes conflicts with wing's desires
- b. The national program comes first
- c. Etc.

MP II. The wing staff's responsibility to the wing commander

A. The role of the wing staff in supporting the wing commander

- 1. They are the experts in vital areas
- 2. They administer the business of running the wing headquarters as a CAP unit
- 3. They coordinate the functional areas of the wing with their counterparts in their subordinate units.

MP III. The wing commander's expectations about the Corporate Learning Course

A. The commander's specific expectations about the CLC.

- 1. Who should attend
- 2. What should be learned
- 3. Etc.

MP IV. Using the CLC can be used to improve the operation of the students' units and the wing.

- A. The wing commander's expectations of how students will apply what they've learned at the unit level
- B. How the CLC curriculum will affect the relationships between students and wing staff.

MP V. Air Force Core Values

Air Force and CAP core values, and how the application of core values affect the operation of the wing.

CONCLUSION

SUMMARY: As you can see, my job entails a lot more than simply overseeing the squadrons in the wing. My job as the state's commander includes creating and maintaining relationships with many state agencies, and securing state funding to make wing operations less expensive for you. And my job as a National Board member means that, while I must be mindful of the needs of the wing as I work to shape CAP's national vision, I must always put the needs of CAP as a national organization first. When CAP nationally is strengthened, the wing will always benefit in the long run.

Finally, you can see just how important the CLC is, not just for your own development, but also to the operation of the wing. When you understand not only how the wing operates but why, you will be better equipped to work with the wing to accomplish our missions.

CLOSURE: Now you are ready to begin the Corporate Learning Course. What follows will be a very fast 12 hours over the next two days. Don't worry if you don't absorb everything; what you need to concentrate on is getting the most you can out of the course, always remembering that what you learn here is designed to help you as you begin to take on more responsible roles within your squadron and wing. Work together, share your experiences, and enjoy yourself. Good luck.

Corporate Learning Course

LESSON PLAN

Aerospace Education

DURATION: 90 minutes

TEACHING METHOD: Lecture/Discussion/Case Study

REFERENCES: CAPR 50-16, Cadet Training Program, CAPR 50-17, CAP Senior Member Training Program, CAPM 50-20, CAP Model Rocketry Program, CAPR 280-2, CAP Aerospace Education Mission, **slide/transparencies summary (Instructor Guide page 91)**

TEACHING AIDS: Student guide, slide/transparencies presentation (available from director)

READING ASSIGNMENT: Section overview, found in student guide

Lesson Objective:

Explain how the wing operates to carry out the Aerospace Education Mission. (ref: CAPR 50-17, Chap 5, Para 5-3a)

Behavioral Objectives:

1. Understand the wing's overall aerospace education strategy; and the squadrons' place in implementing the strategy. (ref: CAPR 280-2)
2. Describe the Wing's vision for internal and external aerospace education programs. (ref: CAPR 280-2, CAPR 52-16, CAPR 50-17)
 - a. Internal
 - b. External
3. Identify wing Aerospace education staff by provide a list of AEO's and AEMs within the wing.
4. Discuss the wing's strategy to recruit and retain qualified AEO's and AEMs.
5. Discuss the Wing's aerospace education public relations strategies.
6. **Discuss how Aerospace Education supports CAP's other primary missions (Cadet Program, Emergency Services)**

LESSON STRATEGY:

This segment should be done by a qualified Aerospace Education Officer, preferably with wing experience. The purpose of the segment is to introduce the students to Aerospace Education efforts at wing level and give them an appreciation of how aerospace education affects the other primary missions.

The teaching outline provides an introduction, outline of the main points, and conclusion which should be adapted as required to meet the needs of a particular wing. The points outlined in bold face must be covered, and those in plain face may be covered if the instructor feels the points are pertinent to their wing or there is extra time. We recommend that the lesson be personalized by the presenter to reflect the unique characteristics of the wing.

The comments should be brief, while still meeting the learning objectives. Every effort should be made to accomplish at least one of the case studies during the segment, because they will enable the students to apply the information they have learned in the lecture.

LESSON OUTLINE

MAIN POINTS

- I. The wing's overall aerospace education strategy
- II. Wing's vision for internal and external aerospace education programs
- III. Aerospace education staffing
- IV. Wings aerospace education public relations strategy
- V. How aerospace education supports CAP's other primary missions

Corporate Learning Course

TEACHING OUTLINE

Aerospace Education

Lesson Objective: Explain how the wing operates to carry out the Aerospace Education mission.

ATTENTION: As you know, Aerospace Education is one of CAP's three primary missions. Many of you have benefited from the aerospace education program at the unit level, through completion of the Aerospace Education Program for Senior Members – the Yeager Award; or have seen it through the Cadet Program. But there's a lot more to Aerospace Education in Civil Air Patrol than just those two items, especially at the wing level.

MOTIVATION: Aerospace Education touches nearly every part of Civil Air Patrol – even our name shows our commitment to the aerospace environment. In fact, the benefits of the aerospace environment affect us in every aspect of our lives – whether we realize it or not.

Thousands of even everyday items and tasks have been created, changed, or enhanced by advances in the aerospace sciences: how we travel, what we eat and how it is processed and packaged, how we work and even what we wear. In order to continue to advance in the aerospace sciences to benefit our future, we must gain an appreciation for – not only its past – but for what it does for us today.

OVERVIEW: Since its inception, Civil Air Patrol has dedicated itself to educating both the public and its own members about the benefits of the aerospace environment on American society. These efforts go far beyond using textbooks or model rockets to teach cadets. CAP efforts reach into American classrooms and town halls, military bases and local airports.

Over the next 90 minutes you will learn about exactly how much the aerospace education program permeates the wing culture, and how important it is to the overall function of the wing.

BODY

MP I. The wing's overall aerospace education strategy

- A. Plan of action**
- B. Unit visitations**
- C. Feedback from squadron aerospace education officers**
 - 1. Quarterly reports to wing**
 - a. How the reports fit into the wing's plan of action**
- D. Aerospace education conferences sponsored by the wing**
- E. Model rocketry at the wing level**
- F. The relationship between the wing DAE and his/her region level counterparts (volunteer and corporate)**

MP II. Wing's vision for internal and external aerospace education programs

A. Internal

1. **Support of cadet encampments**
2. Model rocketry/airplane building
3. Aerospace-related field trips
4. **Unit AE program support**
5. **AE 2000 program**
6. **National Cadet Competition support**
7. **Aerospace Education Program for Senior Members**
8. **Support at wing/region conferences**
9. **Awards**

B. External

1. **Aerospace Education Member conferences**
2. **School visits**
3. **NCASE support**
4. **AEM recruiting (NOTE: Refer to AEM recruiting pamphlet, available through HQ-CAP/ETA)**
5. **Awards**

MP III. Aerospace Education Staffing (provide students a list)**A. Aerospace Education Staff**

1. **Wing staff**
2. **Unit AEOs**
3. **AEMs**

B. Wing strategy to recruit and retain qualified AEOs and AEMs

1. **Sources**
 - a. Teachers
 - b. Aerospace Industry
 - c. Military
 - d. Etc.
2. **Training**
 - a. **OJT**
 - b. **Unit visits**
 - c. Testing support
 - d. Conferences

MP IV. Wing's aerospace education public relations strategies

- A. Internal PA
- B. External PA

MP V. How AE supports CAP's other primary missions

A. Emergency Services

1. **Spin-off technologies (NOTE: Give examples of aerospace spin-offs which are used in ES, for examples, radios, GPS, computers, etc.)**
2. **Aero-related**

B. Cadet Program

1. **Academic**
2. **Activities**

Case Studies

Questions for facilitation

CONCLUSION

SUMMARY: The limits of the aerospace education mission are basically bound by the imagination, and benefits both our appreciation of the world around us and our operations as a whole. AE is not "just for the cadets."

CLOSURE: Now that you have a better understanding of the AE mission, we'll move on to perhaps CAP's most well known mission – Emergency Services. ES in Civil Air Patrol covers many different areas: from air operations to communications; and nearly every member of CAP supports Emergency Services in one way or another. The next section will tell you how.

Corporate Learning Course**CASE STUDIES****Aerospace Education Study #1**

CASE STUDY OBJECTIVE: To enable the students to apply the information learned from the aerospace education segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 2 and 6.

CASE STUDY:

Your friend, the Wing Director of Aerospace Education has asked you to help him out. He tells you that the annual Wing Conference is just a couple months away and he wants to do something a little "different" for the cadets.

In previous years, Aerospace Education has traditionally sponsored both an essay contest and an model airplane contest where squadrons' submit their best models and speakers. The top 3 squadrons in each category receive a trophy, and the cadet responsible for writing the winning essay also receives an individual award, such as a certificate.

The Wing DAE tells you that interest in these contests have dropped off a little in recent years, and he really wants to jump start the contest. He says that the wing commander has authorized the traditional budget for trophies and certificates, but that's not the problem. He wants some fresh ideas for an AE contest at the wing conference which: (1) won't cost the individual cadets and squadrons a lot of money, (2) will be educational, (3) will be fun not only to take part in but also for conference attendees, (4) won't be too hard to administer, and (5) won't be too time consuming for potential judges.

What are your suggestions?

Aerospace Education Study #1**Questions for Facilitation:**

1. Is there anything wrong with the type of contest presently in use?

Answers vary.

FUQ: Can the contest be made better?

For the purposes of this exercise, they can be. Interest in the existing contest has dropped off in recent years. It could also be inferred that the cadets are not learning as much as they should.

2. Should the squadrons be consulted as to what kind of contest should be held?

Yes, the squadrons can give you an idea about cadet interests, how much time and money they can invest, and what could make good prizes, etc.

3. How do the conditions listed affect your ideas?

Answers vary - list ideas.

4. How can you make this fun for: cadets, judges and spectators at the conference?

Answers vary.

5. Instructor's questions.

Corporate Learning Course

CASE STUDIES

Aerospace Education Study #2

CASE STUDY OBJECTIVE: To enable the students to apply the information learned from the aerospace education segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 1,2, 4 and 5.

CASE STUDY:

You are the Wing's External Aerospace Education Officer and want to become more active in the wing's elementary schools. Presently, you have Aerospace Education Members in two of the wing's 16 counties (each within 15 miles of your location, incidentally), and schools in four other counties are interested.

There are twelve units in the wing, with ten units having aerospace education officers. These units are in 10 of the wing's 16 counties, and there are units where schools either already participate or have expressed interest.

Develop a plan to increase CAP's aerospace education exposure in the wing's schools.

Aerospace Education Study #2

Questions for Facilitation:

1. What resources (people, facilities, etc) can you tap to assist you in this effort?

Resources you can tap include the AEOs and AEMs, the LO can also make the initial contact, neighboring wings can also give you ideas and hints about what has made their programs successful.

2. How aggressive do you want to be in reaching the wing's schools?

This depends on the amount of attention you can afford to give, the relative health of the program as a whole, the resources you have available, and the level of activity you feel you can sustain for a given length of time.

3. What are you willing to expend (resources, money, time) to achieve the level of participation you want? (short term and long term)

Things to consider:

Mail costs

Printing costs

Supplies for display

Transportation

Air and ground

Personal and corporate

4. How would the program suffer or benefit based on what you decide? How will other departments suffer or benefit?

Answers vary.

5. Instructor's questions.

Corporate Learning Course

LESSON PLAN

Emergency Services/Operations

DURATION: 3 hours

TEACHING METHOD: Lecture/Discussion/Case Study

REFERENCES: CAPR 35-6, Aeronautical Ratings, Emergency Services, and Ground Team Badges, CAPR 50-11, Flight Clinics, CAPR 50-15, CAP Operational Missions, CAPR 55-1, CAP Operational Mission Procedures, CAPM 60-1, CAP Flight Management, CAPR 60-2, Safety and Regulatory Compliance - No Notice Inspection, CAPR 62-1, CAP Safety Responsibilities and Procedures, CAPR 62-2, Mishap Reporting and Investigation, CAPR 100-1, Communications, **slide/transparencies summary (Instructor Guide page 93)**

TEACHING AIDS: Student guide, slide/transparencies presentation (available from director)

READING ASSIGNMENT: Section overview, found in student guide

Lesson Objective:

Explain how the wing operates to carry out the Emergency Services Mission. (ref: CAPR 50-17, Chap 5, para 5-3a)

Behavioral Objectives:

Emergency Services

1. List the members of the Wing's ES staff
2. Discuss all supplemental wing policies to applicable ES Directives (do not go into detail, just cover the main points), if applicable.
3. Discuss pertinent agreements and MOU's with local and state agencies, if any. Tell how these agreements affect wing and squadron operations. (ref: CAPM 50-15, CAPR 55-1)
4. Explain what AFRCC and AFNCEP is and how the wing interacts with them to perform their missions. (ref: CAPM 50-15)
5. Discuss wing methods for alerting personnel in the event of a SAR or Civil Defense mission, including how squadrons can become more involved.
6. Discuss how the wing certifies members to participate in missions, and how squadrons are expected to contribute to the effort (How much training does the wing expect the squadrons to do?) (ref: CAPR 35-6, CAPR 50-11, CAPM 50-15, CAPR 55-1, CAPR 60-1)
7. Discuss the wing program for tracking ES currency, and describe the information required for both the wing and squadrons to keep complete records. (ref: CAPR 35-6, CAPM 50-15, CAPR 55-1, CAPR 60-1)

Flight Operations

1. Discuss the wing's Flight Release Officer Program (FRO), including: implementation, FRO certification and training, and verification. (ref: CAPR 60-1)
2. Discuss the No-notice inspection program, including: the OPR, implementation, assistance, consequences of failure. Discuss the wing's results. (ref: CAPR 60-2)
3. Discuss the training and certification of instructor pilots, check pilots, mission pilots, orientation pilots, etc. (ref: CAPR 35-6, CAPR 50-11, CAPM 50-15, CAPR 60-1)

4. Discuss the wing strategy for administering the Cadet Flight Orientation program from the operational perspective.

Counterdrug

1. Discuss the wing's CD program, including the wing's mission, and how pilots and non-pilots can get involved, if applicable. (ref: CAPM 50-15, CAPR 55-1)
2. Define the difference between reconnaissance and surveillance/law enforcement with regard to wing CD operations, and why these are not law enforcement operations. (ref: CAPM 50-15, CAPR 900-3)

Drug Demand Reduction

1. Define Drug Demand Reduction.
2. Identify DDR coordinator and staff, if applicable.
3. Define which squadrons can participate and under what conditions.
4. Discuss wing DDR activities.
5. Define how squadrons can support the DDR effort for their sponsoring military installation.

AFROTC/CAP Initiative

1. Discuss your wing's AFROTC/CAP Initiative program, if applicable. (ref:)
2. Discuss how CAP units can take part in this program in flying and non-flying capacities.
3. Discuss the effectiveness of the wing program

Safety

1. Discuss the wing's responsibility in implementing the CAP Safety Program. (ref: CAPR 62-1, CAPR 62-2)
2. Discuss common incidences of the wing and how to prevent repeat occurrences.
3. Discuss the Safety Officer's role in the No-notice inspection program. (ref: CAPR 60-2)
4. Define the squadron's role in implementing the wing safety program. (ref: CAPR 62-1, CAPR 62-2)
5. Discuss the wing's safety program. (ref: CAPR 62-1, CAPR 62-2, CAPP 217)
6. Explain why prompt and proper reporting of all accidents is important? (ref: CAPR 62-1, CAPR 62-2, CAPR 112-9, CAPR 900-5, CAPR 900-6, CAPR 900-7)

Communications

1. Define "communications" and list possible tools for use in supporting CAP's three primary missions: (ref: CAPR 100-1)
2. Describe the importance of continuous needs analysis when determining communications requirements: (ref: CAPR 100-1)
3. Explain the wing's modernization program in response to changing technology, CAP primary mission requirements, and federal statutes and requirements.
4. Describe the wing's management of the CAP communications systems and how they interface with region and national communications operations and programs. (ref: CAPR 100-1)
5. Discuss how the wing's Emergency Services functions interact and benefit the two other primary CAP missions (Aerospace Education, Cadet Program)

STRATEGY:

This segment should ideally be taught by a group of presenters specializing in the areas covered, each member should be thoroughly familiar with wing procedures and have an understanding of the nature of the relationship between the squadron and the wing. The purpose of this segment is to introduce the students to Emergency Services and the functional areas encompassed within this broad area. It is also important to impress upon the students how Emergency Services is affected by and affects CAP's other primary missions.

The teaching outline provides an introduction, outline of the main points, and conclusion which should be adapted as needed to meet the needs of the particular wing. The points outlined in bold face must be covered, and those in plane face may be covered if the instructor feels the points are pertinent to the wing or there is extra time. We recommend that the lesson be personalized by the presenter(s) to reflect the unique characteristics of the wing.

The comments should be brief, while still meeting the learning objectives. Every effort should be made to accomplish at least one of the case studies during the segment, because they will enable the students to apply the information they have learned in the lecture.

LESSON OUTLINE**MAIN POINTS****Emergency Services:**

- I. Primary members of the wing ES staff
- II. Supplemental policies to ES directives
- III. Pertinent agreements and MOUs with state and local agencies
- IV. Description of organizations
- V. Wing methods for alerting personnel in the event of a SAR or DR mission
- VI. Wing training and certification

Flight Operations:

- I. The Flight Release Officer program
- II. The No-Notice Flight Safety Inspection program
- III. Operations training and certification

Counterdrug:

- I. Overview
- II. The difference between reconnaissance and surveillance/law enforcement

Drug Demand Reduction:

- I. Definition
- II. DDR staff
- III. Conditions for participation
- IV. Wing DDR activities
- V. Supporting local military installations through DDR

AFROTC/CAP Initiative:

- I. Overview

- II. How squadrons participate
- III. Wing's effectiveness

Safety:

- I. The wing's responsibility in implementing the safety program
- II. Common incidences within the wing
- III. The wing program
- IV. Squadron's role in implementing the safety program
- V. Accident reporting

Communications:

- I. "Communications" defined
- II. Continuing needs analysis in determining requirements
- III. Modernization
- IV. Management

Corporate Learning Course

TEACHING OUTLINE

Emergency Services/Operations

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission.

ATTENTION: Emergency Services is one of CAP's most visible missions, and perhaps the most well known. Since CAP's inception in 1941, the organization has always come to the aid of its friends and neighbors, as it does today.

MOTIVATION: CAP ES is CAP's most visible mission because it uses the highest percentage of members, the most assets, and the most monetary resources. But it is important because it is dedicated to saving lives. All the training, all the assets, all the people involved are focused on one objective: to come to the aid of friends and neighbors. Though there is no accurate count, we have estimated that CAP has saved thousands of lives since its inception. What we want to do here is show you how the wing contributes to and coordinates the effort.

OVERVIEW: Over the next three hours you will hear from several people who will introduce you to everything from safety to communications. Though you may already be involved with Emergency Services in one way or another, this class will give you more of an appreciation of how the wing contributes – and how squadrons work with the wing to accomplish this vital mission.

BODY

Behavioral Objectives:

Emergency Services (25 minutes)

1. List the members of the Wing's ES staff.
2. Discuss all supplemental wing policies to applicable ES Directives (do not go into detail, just cover the main points), if applicable.
3. Discuss pertinent agreements and MOU's with local and state agencies, if any. Tell how these agreements affect wing and squadron operations. (ref: CAPM 50-15, CAPR 55-1)
4. Explain what AFRCC and AFNCEP is and how the wing interacts with them to perform their missions. (ref: CAPM 50-15)
5. Discuss wing methods for alerting personnel in the event of a SAR or Civil Defense mission, including how squadrons can become more involved.
6. Discuss how the wing certifies members to participate in missions, and how squadrons are expected to contribute to the effort (How much training does the wing expect the squadrons to do?) (ref: CAPR 35-6, CAPR 50-11, CAPM 50-15, CAPR 55-1, CAPR 60-1)
7. Discuss the wing program for tracking ES currency, and describe the information required for both the wing and squadrons to keep complete records. (ref: CAPR 35-6, CAPM 50-15, CAPR 55-1, CAPR 60-1)

Teaching Outline

MP I. Primary members of the wing ES staff (List personnel only)

- A. Director of Emergency Services and staff**
- B. Director of Operations and staff**
- C. Safety Officer**
- D. Director of Communications and staff**
- E. Counterdrug Coordinator**
- F. Drug Demand Reduction Coordinator**

MP II. Supplemental wing policies to ES directives

- A. Briefly cover main points**
- B. Discuss how wing policy affects unit operations**

MP III. Pertinent agreements and MOUs with local and state agencies

How these agreements affect wing and unit operations

MP IV. Description of organizations

- A. Air Force Rescue Coordination Center (AFRCC)**
 - 1. What it is**
 - 2. How it interacts with the wing to perform missions**
- B. AFNSEP**
 - 1. What it is**
 - 2. How it interacts with the wing to perform missions**

MP V. Wing methods for alerting personnel in the event of a SAR or DR mission

- A. Call-down roster**
- B. E-mail**
- C. Radio**
- D. Other**

MP VI. Wing training and certification

- A. Wing ES training opportunities**
- B. Types of training delegated to squadrons**
- C. Wing certification procedures**
 - 1. aircrew**
 - 2. ground team**
 - 3. communications**
- D. Wing programs for tracking ES currency**
 - 1. Record keeping**
 - a. wing level**
 - b. unit**

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission.

Behavioral Objectives: Flight Operations (25 minutes)

1. Discuss the wing's Flight Release Officer Program (FRO), including: implementation, FRO certification and training, and verification. (ref: CAPR 60-1)
2. Discuss the No-notice inspection program, including: the OPR, implementation, assistance, consequences of failure. Discuss the wing's results. (ref: CAPR 60-2)
3. Discuss the training and certification of instructor pilots, check pilots, mission pilots, orientation pilots, etc. (ref: CAPR 35-6, CAPR 50-11, CAPM 50-15, CAPR 60-1)
4. Discuss the wing strategy for administering the Cadet Flight Orientation program from the operational perspective.

Teaching Outline

MP I. The Flight Release Officer program

- A. Philosophy
- B. FRO training and certification
- C. FRO procedures verification

MP II. The No-notice Flight Safety Inspection program

- A. Philosophy
- B. Implementation
 - How the wing fares so far
- C. Assistance to squadrons
- D. Consequences of failure

MP III. Operations training and certification

- A. Courses available
- B. Types of pilot certification and participation opportunities
 1. instructor pilots
 2. check pilots
 3. mission pilots
 4. orientation pilots
 - a. ROTC
 - b. Cadet

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission.

Behavioral Objectives: Counterdrug (25 minutes)

1. Discuss the wing's CD program, including the wing's mission, and how pilots and non-pilots can get involved, if applicable. (ref: CAPM 50-15, CAPR 55-1)
2. Define the difference between reconnaissance and surveillance/law enforcement with regard to wing CD operations, and why these are not law enforcement operations. (ref: CAPM 50-15, CAPR 900-3)

Teaching Outline

MP I. Overview

A. Philosophy

B. Wing's involvement

C. How to get started

1. Screening process
2. Training and certification (broad)

D. Agency involvement

MP II. The difference between reconnaissance and surveillance/law enforcement regarding counterdrug

These are not law enforcement operations

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission.

Behavioral Objectives: Drug Demand Reduction (25 minutes)

1. Define Drug Demand Reduction.
2. Identify DDR coordinator and staff, if applicable.
3. Define which squadrons can participate and under what conditions.
4. Discuss wing DDR activities.
5. Define how squadrons can support the DDR effort for their sponsoring military installation.

Teaching Outline

MP I. Definition

MP II. DDR staff

- A. Wing
- B. Region

MP III. Conditions for participation

- A. Eligible squadrons
- B. Eligible support
- C. Eligible uses of DDR funds

MP IV. Wing DDR activities

MP V. Supporting local military installations through DDR

Wing programs

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission.

Behavioral Objectives: AFROTC/CAP Initiative (25 minutes)

1. Discuss your wing's AFROTC/CAP Initiative program, if applicable. (ref: AFROTC/CAP Initiative Joint Operating Instructions)
2. Discuss how CAP units can take part in this program in flying and non-flying capacities.
3. Discuss the effectiveness of the wing program.

Teaching Outline

MP I. Overview

- A. Philosophy
- B. Wing involvement
- C. CAP point of contact

MP II. How squadrons participate

- A. Flying
- B. Non-flying

MP III. Wing's effectiveness

- A. Participation of ROTC cadets
- B. Retention
- C. Non-flying ROTC participation in CAP activities

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission.

Behavioral Objectives: Safety (25 minutes)

1. Discuss the wing's responsibility in implementing the CAP Safety Program. (ref: CAPR 62-1, CAPR 62-2)
2. Discuss common incidences of the wing and how to prevent repeat occurrences.
3. Discuss the Safety Officer's role in the No-notice inspection program. (ref: CAPR 60-2)
4. Define the squadron's role in implementing the wing safety program. (ref: CAPR 62-1, CAPR 62-2)
5. Discuss the wing's safety program. (ref: CAPR 62-1, CAPR 62-2, CAPP 217)
6. Explain why prompt and proper reporting of all accidents is important? (ref: CAPR 62-1, CAPR 62-2, CAPR 112-9, CAPR 900-5, CAPR 900-6, CAPR 900-7)

Teaching Outline

MP I. The wing's responsibility in implementing the safety program

- A. Prevention
- B. Investigation
- C. After action

MP II. Common incidences within the wing

- A. Overview
- B. Prevention of future occurrences

MP III. The wing program

- A. No-notice inspections
 - The wing safety officer's role
- B. Safety newsletter
- C. Unit visits
- D. Unit safety officer training
 1. OJT assistance
 2. ECI course completion
 3. Training on demand
 4. Scheduled training
- E. Investigations
- F. Conference participation
- G. The accident prevention program
- H. Risk Management Initiative

MP IV. Squadrons' role in implementing the safety program

- A. Wing philosophy
- B. Specific strategies

MP V. Accident reporting

- A. Procedures (brief)
- B. Reasons for prompt and proper reporting of accidents
 - 1. Legal ramifications
 - a. to victim
 - b. to commander
 - c. to wing
 - d. to CAP
 - 2. Insurance requirements
 - a. CAP policies
 - b. Where members' insurance fits
 - 3. Command responsibility

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission.

Behavioral Objectives: Communications (25 minutes)

1. Define “communications” and list possible tools for use in supporting CAP’s three primary missions: (ref: CAPR 100-1)
2. Describe the importance of continuous needs analysis when determining communications requirements: (ref: CAPR 100-1)
3. Explain the wing’s modernization program in response to changing technology, CAP primary mission requirements, and federal statutes and requirements.
4. Describe the wing’s management of the CAP communications systems and how they interface with region and national communications operations and programs. (ref: CAPR 100-1)

Teaching Outline

MP I. “Communications” defined

A. Definition

B. Tools (Note: Choose tools that the wing most often uses from the menu)

1. Aircraft, automobile, and hand-held units
2. Packet
3. Internet
4. Telephone (cellular and standard)
5. Fax
6. Other

MP II. Continuing needs analysis in determining requirements (How the wing responds to:)

A. ES missions

B. Squadron

C. Wing activities supporting the mission elements

MP III. Modernization

A. Wing program in response to:

1. Changing technology
2. CAP primary mission requirements
3. Federal statutes and requirements

B. Timetable for modernization in the wing

MP IV. Management

A. Wing’s management of communications assets (broad)

B. How the different types of comm systems work together

C. Interface with region and national communications operations and programs

General (Conclusion)

VII. How Emergency Services benefits and interacts with CAP's other primary missions (Brief)

A. Aerospace Education

B. Cadet Programs

Case Studies

Questions for facilitation

CONCLUSION

SUMMARY: Everything that CAP Emergency Services does within the wing touches the member and affects the unit. Its functions permeate every aspect of unit operations; and, when everything works in harmony, the infrastructure the functions provide make CAP one of the strongest agencies states and the federal government can call on to come to the aid of victims of natural and man-made disasters.

CLOSURE: As you know, CAP cadets play a huge role in the success of the ES mission. But, the Cadet Program within CAP reaches far beyond Emergency Services. It is one of the premiere youth organizations in the country, benefiting cadets in all aspects of their lives. The next section will show you not only how, but will explain the vital role the wing plays in making the Cadet Program a success.

Corporate Learning Course

CASE STUDIES

Emergency Services Study #1

CASE STUDY OBJECTIVE: To enable students to apply the information they have learned from the Emergency Services segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 6 of the Safety function.

CASE STUDY:

You are the Wing Safety Officer and have just been called by the safety officer of the Eastdale Cadet Squadron. She tells you that one of their cadets broke his leg during a squadron SAREX over the weekend. It was a simple fracture, and the cadet is home expecting a full recovery. Thirty-six hours have passed since the accident, and she wants to know when or even if she should send in a CAP Form 78 Mishap Report Form.

What do you tell her? Why?

Emergency Services Study #1**Questions for Facilitation:**

1. What do you think are the pertinent pieces of information in this scenario?

An incident with bodily injury took place at an authorized CAP activity.

A CAPF 78 has not been initiated after 36 hours - there are 12 hours remaining in the compliance window.

The squadron safety officer (and commander by implication) does not appear to be familiar with established reporting procedures.

2. What are the pertinent procedures for reporting accidents?

The squadron commander, with the assistance of the safety officer submits a CAPF 78, Mishap Report Form, to the wing within 48 hours of the incident. The wing commander will initiate an investigation, forward the CAPF 78 to HQ CAP, and contact the wing legal officer. The wing investigating board will determine what happened, determine who - if anyone - should be held responsible, and report their findings to HQ CAP. The wing will also work with HQ CAP to work out the insurance/compensation issues, if applicable.

3. What would likely happen if a Form 78 isn't submitted?
 - a. Liability
 - b. Command responsibility
 - c. Insurance implications
 - d. Other

These answers should be crafted by the wing legal officer and safety officer based on the most current information available.

4. Why would reporting the incident be the "right thing" to do ethically? What message will you send to other members if you submit the report? If you don't?

Answers will vary, but spend a lot of time exploring these issues. The students' knowledge that doing the right thing is important and their acceptance of wing policy is what is key here, not just the knowledge of wing procedure.

5. Instructor's questions.

Corporate Learning Course

CASE STUDIES

Emergency Services Study #2

CASE STUDY OBJECTIVE: To enable students to apply the information they have learned from the Emergency Services segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 1 and 2 of the Operations function, and Objective 3 of the Safety function.

CASE STUDY:

You are the wing's Director of Operations and will be making a presentation at the annual wing conference. In the past two years, the wing has had to institute the Flight Release Program, the No-notice flight inspection program, and other wing specific programs to ensure a safe and effective flight program.

These programs have met with some resistance at the squadron level, and even among some wing staff members. They feel that even though these policies and programs must be complied with, they are too intrusive, and you are too "gung-ho" to find something wrong. In addition, you have had to give some Marginal and Unsatisfactory ratings to two of the wing squadrons in operational areas, but the wing commander concurred with your findings.

You suspect that some of the reason for the dissension is the natural aversion people have to anything new or restrictive. Still, you know that these programs must be carried out. How are you going to sell your position at the wing conference? What will you say to, if not to change minds outright, to at least ensure compliance?

Emergency Services Study #2

Questions for Facilitation:

1. Who's support should you enlist first?

You should enlist the support of the wing commander and staff. The wing commander should be out front in his support - in action as well as in thought. Squadrons pay attention to the attitude of the wing staff, so their unified support - or at least the appearance of it - will take some of the wing out of squadron resistance.

Then, you must sell it to the squadron commanders. They need to understand how it will benefit them; or how they will be hurt if they don't support it.

2. Can you really build support at the wing conference?

Yes. Maybe not to the degree you want, but if you've laid the groundwork properly and present it as a necessary and beneficial program, you can get some support established. The important part lies in the follow-up work you do.

FUQ: What kind of groundwork can you lay?

Answers vary:

FUQ: How would you set up the presentation, what approach would you take?

Answers vary:

3. What strategy will you use to build support from the field?

Answers vary. Look for marketing as well as compliance centered approaches.

4. Compliance is an ethical issue - discuss how this is so. Discuss in terms of: the issue itself, attitudes about compliance, the underlying issues of units that fail in these programs.

Answers vary.

5. What will you do if you can't foster support?

Answers will vary, but all answers must include the continued administration of the programs.

6. How do you think the aversion to these policies affect other policies which are trying to be implemented within the wing?

Answers vary. Look for relationships with safety, flying, and ground missions of all types. Discuss why this is so in addition to what programs are affected

7. Instructor's questions.

Corporate Learning Course

LESSON PLAN

Cadet Programs

DURATION: 90 minutes

TEACHING METHOD: Lecture/Discussion/Case Study

REFERENCES: CAPR 50-16, CAP Cadet Training Program, CAPM 50-18, Cadet Physical Fitness Test Manual, CAPM 50-20, CAP Model Rocketry Program, CAPP 33-1, Cadet Recruiting and Orientation Pamphlet, **slide/transparencies summary (Instructor Guide page 102)**

TEACHING AIDS: Student guide, slide/transparencies presentation (available from director)

READING ASSIGNMENT: Student Reading, found in student guide

Lesson Objective:

Comprehend how the wing operates to carry out the Cadet Programs mission. (ref: CAPR 50-17, Chap 5, para 5-3a)

Behavioral Objectives:

1. Discuss the wing's involvement in the Cadet Program.
2. Discuss your wing's encampment OR your wing's strategies to get cadets to an encampment.
3. Describe how the wing manages and supports the Cadet Flight Orientation program. (ref: CAPR 50-16)
4. Discuss the wing's involvement with the CAP-USAF Flight Familiarization program, if any.
5. Describe how the wing chooses its representatives to the region Cadet Competition and Color Guard Competition. (ref: CAPR 50-16)
6. List the operations of the Cadet Advisory Council. (ref: CAPR 50-16)
7. Describe the wing's uniform chit program.
8. Explain how the wing assists in the training of Cadet Programs officers at the unit level.
9. List and describe the cadet special activities at wing, region, and national levels. (ref: CAPR 50-16)
10. Discuss joint activities with other youth organizations, if any.
11. Describe the CAP scholarship program at wing, region, and national levels. (ref: CAPR 50-16)
12. Describe the wing's program to promote cadet application to the USAF Academy Prep School. (ref: CAPR 50-16)
13. Describe the relationship between the wing Cadet Program and the Air Force Recruiting Service, and how squadrons can get more involved.
14. **Describe how the wing's Cadet Programs function interacts and benefits the two other primary CAP missions (Aerospace Education, Emergency Services).**

LESSON STRATEGY:

This segment should be presented by a qualified Cadet Programs Officer, preferably with wing experience. The purpose of this segment is to introduce the Cadet Program to the students as

performed at the wing level, the variety of initiatives administered at the wing level, and how the squadron efforts interact with wing level efforts.

The teaching outline provides an introduction, outline of the main points, and conclusion which should be adapted as required to meet the needs of a particular wing. The points outlined in bold face must be covered, and those in plain face may be covered if the instructor feels the points are pertinent to their wing or there is extra time. We recommend that the lesson be personalized by the presenter to reflect the unique characteristics of the wing.

The comments should be brief, while still meeting the learning objectives. Every effort should be made to accomplish at least one of the case studies during the segment, because the case studies will enable the students to apply the information they have learned in the lecture.

LESSON OUTLINE

MAIN POINTS

- I. Wing involvement in the Cadet Program
- II. Cadet Special Activities
- III. Miscellaneous
- IV. How the Cadet Programs function benefits and interacts with CAP's two other primary missions.

Case Studies

Corporate Learning Course

TEACHING OUTLINE

Cadet Programs

Lesson Objective: Comnprehend how the wing operates to carry out the Cadet Program

ATTENTION: Since its inception in 1942, the Cadet Program has grown into one of the best youth programs in America, combining leadership training and aerospace appreciation with public service, receiving recognition both in America and abroad.

MOTIVATION: Cadets comprise a large portion of CAP membership; the national percentage is about 40%. In our wing, the percentage is about ____%. They work side by side with us on search and rescue missions and at the squadron, their program is interwoven into the total CAP program and has an extraordinary amount of individual initiatives designed not only to benefit cadet members, but CAP as a whole.

OVERVIEW: While the Cadet Program is mostly administered at the local level, the wing oversees the total quality of the program. In addition, many of the co-curricular and extra-curricular activities and benefits of the Cadet Program are administered at the wing level. What we will discuss over the next 90 minutes is how the wing administers the Cadet Program and talk about some of the larger cadet initiatives: some you already know about, while others will be new to you. When we finish, you will have a better understanding about how the Cadet Program fits into the wing as a mission element, and how your efforts at the local level contribute to the wing's overall success.

BODY

MP I. Wing involvement in the cadet program

- A. **Encampment administration** and recruiting strategy
- B. Academics
- C. Awards presentations
- D. **Cadet Flight Orientation program**
- E. CAP-USAF Flight Familiarization program
- F. **Cadet Competition and Color Guard Competition**
 - 1. **How the wing administers**
 - 2. **Assistance to units wishing to participate**
- G. **Cadet Advisory Council**
 - 1. **How administered**
 - 2. **Level of participation**
- H. **Uniform Chit program**
- I. Training of unit level officers

1. OJT
2. Training Leaders of Cadets (TLC) program
3. Mentoring

MP II. Cadet Special Activities**A. Brief Overview**

1. Wing
2. Region
3. National

B. Current application procedures**C. Input the wing has in the selection of cadets for national cadet activities****MP III. Miscellaneous Cadet Programs functions****A. Joint Activities**

1. JROTC
2. Boy/Girl Scouts
3. Explorer Scouts
4. Sea Cadets
5. Other

B. CAP Scholarships

1. Brief overview of categories
2. Application/selection

C. USAF Academy Prep School

1. Brief overview
2. Application/selection

D. Relationship between Cadet Programs and the USAF Recruiting Service**MP IV. How the Cadet Programs function benefits and interacts with CAP's two other primary missions****A. Aerospace Education**

1. Academic
2. Activities
3. Flight

B. Emergency Services

1. Air Operations
2. Ground Operations
3. Communications

4. Administration

Case Studies

Questions for facilitation

CONCLUSION

SUMMARY: The Cadet Program has a vast amount of opportunities for our youth. The wing cadet programs ensure that cadets benefit from as many opportunities as possible, while maintaining a high standard of quality. Cadet encampments, orientation flights, scholarships and other initiatives are particularly useful in stimulating cadet interest and exposing youth to opportunities inside and outside of CAP.

Cadet work in Emergency Services in particular is invaluable to CAP as it strives to meet the needs of the public, while it also teaches cadets the virtues of looking beyond oneself.

CLOSURE: We've just looked at CAP's three primary missions as applied and administered at the wing level. You have a better understanding of the wing's role and your unit's relationship. But the glue that holds these missions together are the support functions that take care of the paperwork, supply the resources, and provide the training for CAP members. These functions are bundled into the category called Mission Support, and the next series of discussions will describe those functions at the wing level, and give you an appreciation of exactly how much work goes into performing our primary missions.

Corporate Learning Course

CASE STUDIES

Cadet Programs Study #1

CASE STUDY OBJECTIVE: enable the students to apply the information learned from the Cadet Programs segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 1.

CASE STUDY:

As the Director of Cadet Programs for the wing, you are responsible not only for the coordination of wing activities pertaining to cadets, but also for ensuring the quality of the cadet achievement program. One night during the wing meeting, the wing chaplain comes to see you.

He tells you that he's worried about how the moral leadership program is being administered at the squadron level. In his visits to units and conversations with cadets around the wing, he tells of many instances of "pencil whipping" the moral leadership requirement.

He also tells you that of the 16 squadrons in the wing, there are only seven squadron chaplains. Two other squadrons have Moral Leadership Officers (MLOs), but he's just getting the program started in his wing. The chaplain continues by saying that he knows its his responsibility to provide chaplain services to the wing units, and that there aren't enough chaplains is contributing to the problem. He's working with the region and the Air Force to recruit more chaplains. But he also says that moral leadership discussions do not need to be conducted by a chaplain or MLO.

He asks for your thoughts.

Cadet Programs Study #1**Questions for Facilitation:**

1. Do you think this is your problem? What is the problem?

It involves the cadets and the administration of the squadron, so it should be partially your problem. It's a good example of how mission support activities impact the mission elements on a day to day basis.

The problem is two-fold in that moral leadership is not being accomplished IAW CAP directives. The second problem is the lack of understanding of the program and resources available.

2. What are the core values implications of this scenario?
 - a. for the wing
 - b. for the squadron
 - c. for the cadets involved

Answers vary.

3. Is the lack of chaplains and MLOs your problem?

Practically, no - it is the Chaplain's responsibility to recruit and train chaplains and MLOs. Does it affect you? Yes! It reduces the number of experienced people to run the discussions. As a rule, you don't need a chaplain or MLO to have a moral leadership program, only people, materials, and topics.

4. What can you do to increase the visibility of the moral leadership program?

Market your policies, show your support in the wing newsletter, write to the squadrons. Make it an item of interest in your squadron evaluations and SAVs, and work to support chaplain efforts. Get the wing commander involved. Most of all, educate the squadrons about the moral leadership program.

5. Whose support can you enlist in this effort?

Enlist the wing commander, chaplains, and friendly commanders. Enlist support from the wing CAC also - the cadets can build support from within the squadrons.

6. Instructor's questions.

Corporate Learning Course**CASE STUDIES****Cadet Programs Study #2**

CASE STUDY OBJECTIVE: enable the students to apply the information learned from the Cadet Programs segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 6.

CASE STUDY:

As the wing commander, you have the services of many committees to advise you on wing matters. One of those committees is the wing's Cadet Advisory Council. They recommend to you that a special scholarship program be instituted to assist cadets in going to special activities or receive flight training. The CAC has also expressed their desire to assist in drawing up criteria for eligibility, selection, and board membership.

You tell them that you like the idea, but much must be done before it will be a reality. How will address the cadets' desire for scholarships?

Cadet Programs Study #2

Questions for Facilitation:

1. What is the issue?

Whether to start a wing level scholarship program for special activities and flight programs.

FUQ: Why? (Answer is tailored to fit a discussion related to the wing's present position.)

2. What will the eligibility and selection criteria be?

Answer varies. Look for selection of minimum participation in the program, school grades, recommendations from teachers and commanders, demonstrated financial need, etc.

3. Who should be on the selection board?

Answer varies. Look for participation from: the wing command staff, CP, CAC chair, group and/or squadron commanders, the LO, parents, etc.

4. How much money will this require?

That would depend on the need and scope of the program.

5. What would your awards consist of, and for what categories?

Answer varies.

6. How will the wing come up with the money?

Suggested answers would include: trusts, private donations, pursuit of flight scholarship money from HQ CAP, wing dues, fundraising from local businesses, etc.

7. Who do you need to work with to make this scholarship program a success?

Answer varies - wing staff, units, parents, CAC, region staff, activities selection board, cadets themselves, etc.

FUQ: Why?

Answer varies.

8. How will you ensure that only cadets who need the money will get it? Should this even be a consideration in deciding who should get the scholarships?

Answer varies depending on whether the program is merit or need based.

FUQ: Why?

Answer varies.

9. Instructor's questions.

Corporate Learning Course

LESSON PLAN

Mission Support Functions

DURATION: 5 hours 20 minutes

TEACHING METHOD: Lecture/Discussion/Case Study

REFERENCES: CAPR 5-4, Publications and Blank Forms Management, CAPR 10-1, Preparing and Addressing Correspondence, CAPR 10-2, Files and Maintenance Disposition, CAPR 10-3, Administrative Authorizations, CAPM 20-1, Organization of Civil Air Patrol, CAPR 20-3, Charters and Other Organization Actions, CAPR 35-2 Notification Procedures in Case of Death, Injury, or Serious Illness, CAPR 35-3 Membership Termination, CAPR 35-5 CAP Officer and Non-Commissioned Officer Appointments and Promotions, CAPR 39-1, Nondiscrimination in Federally Assisted Programs, CAPM 39-2 CAP Membership, CAPR 66-1, CAP Aircraft Maintenance Management, CAPM 67-1 CAP Supply Manual, CAPM 67-2, CAP Aircraft Parts Supply Depot, CAPR 67-4 Acquiring, Reporting, and Disposing of Corporate Aircraft, CAPM 77-1, Operation and Maintenance of CAP Owned Vehicles, CAPR 87-1, Acquiring and Accounting of Real Estate and Facilities for CAP, CAPR 111-1, Qualifications and Duties of Legal Officers, CAPR 112-9, Claims, Demands, and Legal Actions for or Against the CAP, the USAF, and the United States, CAPR 123-2, Complaints, CAPR 123-3, CAP Assessment Program, CAPM 173-1, Financial Procedures and Accounting Report for Units Below Wing Level, CAPR 173-2, Financial Procedures for CAP Regions and Wings, CAPR 173-3, Payment for CAP Support, CAPR 173-4, Fund Raising/Donations, CAPM 190-1, CAP Public Affairs Program, CAPR 265-1 CAP Chaplain Service, CAPR 265-2, The Covenant and Code for Chaplains of the CAP, CAPR 900-5, The CAP Insurance/Benefits Program, CAPR 900-6, Hull Self Insurance, CAPR 900-7, Vehicle Self Insurance, CAPP 34, Public Affairs Officer's Handy, Dandy Quick Guide, CAPP 50-3, CAP Cadet Protection Training Instructor's Guide and Student Materials, CAPP 50-6 Cadet Protection Policy for Parents and Leaders, CAPP 265-1, CAP Chaplain Service, CAPP 265-2, CAP Values for Living and Ethics for Command, CAPP 265-4, CAP Chaplain Service Handbook, Legal Officer Handbook (no publication number), **slide/transparencies summary (Instructor Guide, page 103)**

TEACHING AIDS: Student guide, slide/transparencies presentation (available from director)

READING ASSIGNMENT: Section overview, found in student guide

Lesson Objective:

Explain how the mission support functions support the three mission elements of the wing. (ref: CAPR 50-17, Chap 5, para 5-3a)

Behavioral Objectives:

Member Services and Administration

1. Describe the wing administrative functions. (ref: CAPR 5-4, CAPR 10-1, CAPR 10-2, CAPR 10-3)
2. Describe the guidance and policy procedures the administrative function performs. (ref: CAPR 10-1, CAPR 10-2)
3. Describe the computer methods (information management) which the wing uses to enhance the administration of the wing.

4. Describe the key processes of the wing, and what information from the squadrons is needed to complete those processes.
5. Discuss what assistance the administrative office of the wing can provide to the units.
6. Describe the personnel functions at the wing, and what information is needed from the units to complete those functions. (ref: CAPM 20-1, CAPR 35-2, CAPR 35-3, CAPR 35-6, CAPR 39-1, CAPM 39-2, CAPR 39-3)
7. Describe the wing's role in the adverse member action processes.. (ref: CAPR 35-3)
8. Describe the wing personnel function's role regarding the CAP grievance/complaints program. (ref: 'Inspector General segment)
9. Describe the committees which the personnel office of the wing is part of: (ref: CAPR 35-6, CAPM 39-2, CAPR 39-3)
10. Discuss the wing Personnel staff's involvement with recruiting and retention. (ref: CAPM 39-2, CAPR 33-1)
11. Discuss the wing's involvement with the following charter and organizational actions: (ref: CAPR 20-3)
12. Discuss the wing personnel key personnel policies
 - a. Death and serious injury notification
 - b. Nondiscrimination and equal opportunity
13. **Discuss how these actions support CAP's three main missions.**

Logistics

1. Discuss the different components included in the wing LG function: (ref: CAPR 66-1, CAPM 67-1, CAPM 67-2, CAPR 77-1, CAPR 87-1,
2. Give examples of how the wing's non-expendable property is managed. (How equipment is tracked and managed) (ref: CAPM 67-1)
3. Discuss how the wing manages the issue of supplies. (ref: CAPM 67-1)
4. Explain the conditions necessary to issue/recall equipment with a squadron. (ref: CAPM 67-1)
5. Describe how the squadrons' annual "wish lists" are used. (ref: CAPM 67-1)
6. Outline the "report of survey" program for missing or stolen equipment. (ref: CAPM 67-1)
7. Discuss the need to ensure that CAP property is used only in the accomplishment of CAP missions. (ref: CAPM 67-1)
8. Discuss the wing's: (ref: CAPM 67-1, CAPM 67-2, CAPR 77-1, CAPR 87-1)
9. Relate how the wing's corporate aircraft are managed: (ref: CAPR 66-1, CAPR 67-4)
10. Discuss the aircraft inspection program. (ref: CAPR 66-1)
11. Discuss the aircraft maintenance that the wing performs, if any.
12. Discuss how aircraft maintenance is contracted
13. Discuss aircraft maintenance reimbursement procedures (brief).
14. Discuss wing specific requirements.
15. **Discuss how these actions support CAP's three main missions.**

Legal Issues

1. Discuss the role of the Wing Legal Officer and how his/her efforts protect the wing's members. (ref: CAPR 111-1, CAPR 112-9, Legal Officer Handbook {no number attached})
2. Discuss the wing legal officer's role with regard to state governmental relations.
3. Discuss the services available to squadrons from the wing legal office.
4. Discuss the relationship between the wing legal officer and higher echelons (region legal officer and HQ CAP/GC)
5. Describe the wing legal office's role in administering the adverse member actions program.

6. Discuss the wing's legal position on the following issues: (ref: CAPR 39-2, CAPR 52-16, CAPR 62-2, CAPR 111-1, CAPR 112-9, CAPR 123-2, CAPR 50-13, CAPR 50-6, CAPR 110-1, Legal Officer Handbook)
 - a. cadet protection
 - b. mission liability
 - c. general liability
 - d. sexual harassment/discrimination
 - e. equal employment opportunity , if appropriate
 - f. current legal issues of importance to wing members, if appropriate
7. Describe the different CAP insurance and federal benefit policies which cover members (ref: CAPR 900-5, CAPR 900-6, CAPR 900-7)
8. Discuss what is normally covered/not covered by CAP liability policies.
9. Describe instances in which squadrons could put their coverage at risk.
10. Provide examples of when CAP insurance policies can benefit members.
11. Describe the legal officer's role in implementing these policies. (ref: CAPR 111-1, Legal Officer Handbook)
12. **Discuss how these actions support CAP's three main missions.**

Training

1. Discuss the wing's training philosophy: (ref: CAPM 50-15, CAPR 52-16, CAPR 50-17, CAPR 280-2)
2. Discuss how the wing training program supports unit training efforts.
3. Identify the different wing/region generated training programs available to supplement national and unit training programs.
4. Describe how the wing assists instructors at the unit level.
5. **Discuss how these actions support CAP's three main missions.**

Finance

1. Describe how the wing budget is determined.
2. Discuss the operations of the Wing Finance Committee. (ref: CAPR 173-2)
3. Discuss how wing finance supports wing and unit fundraising efforts, and describe wing fundraising policies. (ref: CAPR 173-4)
4. Discuss what the wing does to train and support the unit finance officers.
5. Discuss how annual squadron audits are utilized by the wing. (ref: CAPM 173-1, CAPR 173-2)
6. Discuss wing finance policies for: (ref: CAPM 173-1, CAPR 173-2, CAPR 173-3)
 - a. SAR
 - b. Counter Drug
 - c. Orientation Flights
 - d. Member/Unit reimbursement procedures
 - e. etc.
7. **Discuss how these actions support CAP's three main missions.**

Marketing/Public Relations

1. Describe the wing's public relations program. (ref: CAPM 190-1, CAPP 34)
 - a. internal (describe internal PR vehicles)
 - b. external (describe external PR vehicles)
2. Discuss how the wing supports the squadron's local PR programs. (ref: CAPM 1901-)
3. Describe how the wing PR function operates during actual missions. (ref: CAPM 190-1)
4. Describe the wing's relationship with state and regional media outlets.
5. Discuss PA involvement with fundraising and government relations activities, and why these are important to squadrons.
6. Discuss wing support in the recruitment and training of qualified Marketing/Public Relations staff members at the squadron level.
7. Describe how the wing utilizes the public relations materials available through NHQ, and how these materials are used to support squadron activities. (ref: CAPM 190-1)
8. **Discuss how these actions support CAP's three main missions.**

Chaplain Service

1. Provide a brief overview of the wing Chaplain Service program.
2. Discuss the chaplains' role with regard to: (ref: CAPR 265-1, CAPR 265-2, CAPP 265-1, CAPP 265-4)
 - a. Emergency Services
 - b. Aerospace Education
 - c. Cadet Program (other than involvement in the moral leadership program)
 - d. Assistance to the Air Force Chaplain Service at the base level
3. Discuss the effectiveness of the wing's moral leadership program and how squadrons can use moral leadership development in the cadet program. (ref: CAPR 52-16, CAPR 265-1)
4. Relate how chaplains and commanders can have an effective working relationship. (ref: CAPR 265-1, CAPR 265-4)
5. Describe how the wing and squadrons can effectively recruit and use chaplains.
6. Discuss how the wing trains unit chaplains and Moral Leadership Officers (MLO's) (ref: CAPR 50-17, CAPR 265-1, CAPP 221, CAPP 265-1)

Inspection

1. Describe the wing's unit inspection program. (ref: CAPR 123-3)
2. Discuss the wing's self assessment program. (ref CAPR 123-3)
3. Describe the wing's grievance/complaints program. (ref: CAPR 123-2)
4. Discuss problem areas/outstanding programs found within the wing.
5. Discuss the Inspector's involvement in the no-notice safety inspection program. (ref: CAPR 60-2)
6. Describe how units can access the wing's IG system for assistance and advice.
7. Discuss the importance of the wing inspection program with regard to the safety and quality assurance of wing and squadron programs.
8. **Discuss how these actions support CAP's three main missions.**

STRATEGY:

This segment should ideally be taught by a group of presenters specializing in the areas covered, each member should be thoroughly familiar with wing procedures and have an understanding of the nature of the relationship between the squadron and the wing. The purpose of this segment is to introduce the students to Mission Support and the functional areas encompassed within this broad area. It is also important to impress upon the students how important Missions Support is to the accomplishment of CAP's three primary missions.

The teaching outline provides an introduction, outline of the main points, and conclusion which should be adapted as needed to meet the needs of the particular wing. The points outlined in bold face must be covered, and those in plain face may be covered if the instructor feels the points are pertinent to their wing or there is extra time. We recommend that the lesson be personalized by the presenter(s) to reflect the unique characteristics of the wing.

The comments should be brief, while still meeting the learning objectives. Every effort should be made to accomplish at least two of the case studies during the segment, because they will enable the students to apply the information they have learned in the lecture.

LESSON OUTLINE**MAIN POINTS****Member Services and Administration:**

- I. The Administrative function as performed at the wing level
- II. The Personnel function as performed at the wing level
- III. How these actions support CAP's three main missions

Logistics:

- I. The different components included in the wing logistics function
- II. Management of equipment and supplies
- III. Wing programs
- IV. Aircraft maintenance
- V. How these actions support CAP's three main missions

Legal:

- I. The role of the Wing Legal Officer
- II. Wing's legal position on vital issues
- III. Insurance issues
- IV. How these actions support CAP's three main missions

Finance:

- I. Wing finance functions
- II. Wing finance policies for:
- III. How these actions support CAP's three main missions

Marketing/Public Relations:

- I. The wing public relations program
- II. Program administration
- III. How these actions support CAP's three main missions

Chaplain Service:

- I. The Chaplain Service
- II. The Wing Chaplain's role
- III. Program Administration

Inspection:

- I. The Inspector General program
- II. Safety issues
- III. Administration
- IV. How these actions support CAP's three main missions

Corporate Learning Course

TEACHING OUTLINE

Mission Support

Lesson Objective: Explain how mission support functions support the three mission elements of the wing.

ATTENTION: Mission support is the glue that holds all CAP operations together. Without Logistics and Supply we wouldn't have the airplanes to fly. Without Finance, we wouldn't have the money to fund the missions. Without Inspection, we couldn't ensure quality control. These are just a few of the necessary jobs CAP needs to keep the organization together.

MOTIVATION: Nearly every member at one point in their CAP career will hold a job in a mission support area. And, these areas are important to the wing and squadrons because their efficient performance ensures the smooth operation of the units. Members are assigned, trained, promoted and rewarded. Equipment and facilities are procured and maintained. Our debts are paid, and the members' are reimbursed.

Each one of these jobs, and many others is within the purview of Mission Support. While these functions at the unit level focus primarily on the operation of the unit itself, these functions at the wing level must coordinate the functions of all units beneath it – juggling resources and priorities to make sure that the wing functions as efficiently as it can.

OVERVIEW: Over the next several hours you will learn about the wing administration of several mission support areas. You will learn what the wing does in each area, but more importantly, you will grow to understand why. As you go through the classes, recognize the mission support areas – not as hindrances – but as resources you can use to accomplish the main missions of CAP more effectively.

BODY

Lesson Objective: Explain how mission support functions support the three mission elements of the wing.

Developmental Objectives: Member Services and Administration (Duration: 40 minutes)

1. Describe the wing administrative functions. (ref: CAPR 5-4, CAPR 10-1, CAPR 10-2, CAPR 10-3)
2. Describe the guidance and policy procedures the administrative function performs. (ref: CAPR 10-1, CAPR 10-2)
3. Describe the computer methods (information management) which the wing uses to enhance the administration of the wing.
4. Describe the key processes of the wing, and what information from the squadrons is needed to complete those processes.
5. Discuss what assistance the administrative office of the wing can provide to the units.
6. Describe the personnel functions at the wing, and what information is needed from the units to complete those functions. (ref: CAPM 20-1, CAPR 35-2, CAPR 35-3, CAPR 35-6, CAPR 39-1, CAPM 39-2, CAPR 39-3)
7. Describe the wing's role in the adverse member action processes. (ref: CAPR 35-3)
8. Describe the wing personnel function's role regarding the CAP grievance/complaints program. (ref: Inspector General segment)
9. Describe the committees which the personnel office of the wing is part of: (ref: CAPR 35-6, CAPM 39-2, CAPR 39-3)
10. Discuss the wing Personnel staff's involvement with recruiting and retention. (ref: CAPM 39-2, CAPR 33-1)
11. Discuss the wing's involvement with charter and organizational actions: (ref: CAPR 20-3)
12. Discuss the wing personnel key personnel policies
 - a. Death and serious injury notification
 - b. Nondiscrimination and equal opportunity
13. Discuss how these actions support CAP's three main missions.

Teaching Outline

MP I. The Administrative function as performed at the wing level

- A. Performs routine administrative functions of the wing as its own unit.**
- B. Coordinates wing-wide administrative taskings and correspondence**
 1. Key processes described
 2. Information needed from squadrons to complete those processes
- C. Computer enhanced methods**
 1. E-mail
 2. Web sites
 3. Etc.
- D. Assistance to units**
 1. training
 2. unit visits

3. Administrative assistance**MP II. The Personnel function as performed at the wing level**

- A. Performs routine personnel functions of the wing as its own unit**
- B. Role in the CAP grievance/complaints program**
- C. Key personnel processes described**
 - 1. Adverse member actions**
 - 2. Committee participation**
 - a. Promotion**
 - b. Awards and decorations**
 - c. Membership**
 - d. Etc.**
 - e. Information needed from squadrons needed to complete those processes**
 - 3. Charter and Organization actions**
 - 4. Control of charters and organizational actions**
 - 5. Unit activations/deactivations**
 - 6. Charter reviews**
 - 7. Etc.**
- C. Personnel's role in recruiting and retention**
- D. Key policies**
 - 1. Death and serious injury notification**
 - 2. Nondiscrimination and equal opportunity**

MP III. How these actions support CAP's three main missions

- A. Aerospace Education**
- B. Emergency Services**
- C. Cadet Programs**

Lesson Objective: Explain how mission support functions support the three mission elements of the wing.

Behavioral Objectives: Logistics (Duration: 40 minutes)

1. Discuss the different components included in the wing LG function: (ref: CAPR 66-1, CAPM 67-1, CAPM 67-2, CAPR 77-1, CAPR 87-1,
2. Give examples of how the wing's non-expendable property is managed. (How equipment is tracked and managed) (ref: CAPM 67-1)
3. Discuss how the wing manages the issue of supplies. (ref: CAPM 67-1)
4. Explain the conditions necessary to issue/recall equipment with a squadron. (ref: CAPM 67-1)
5. Describe how the squadrons' annual "wish lists" are used. (ref: CAPM 67-1)
6. Outline the "report of survey" program for missing or stolen equipment. (ref: CAPM 67-1)
7. Discuss the need to ensure that CAP property is used only in the accomplishment of CAP missions. (ref: CAPM 67-1)
8. Discuss the wing's: (ref: CAPM 67-1, CAPM 67-2, CAPR 77-1, CAPR 87-1)
9. Relate how the wing's corporate aircraft are managed: (ref: CAPR 66-1, CAPR 67-4)
10. Discuss the aircraft inspection program. (ref: CAPR 66-1)
11. Discuss the aircraft maintenance that the wing performs, if any.
12. Discuss how aircraft maintenance is contracted
13. Discuss aircraft maintenance reimbursement procedures (brief).
14. Discuss wing specific requirements.
15. Discuss how these actions support CAP's three main missions.

Teaching Outline

MP I. The different components included in the wing LG function (NOTE: Give brief description of each)

- A. Logistics
- B. Supply
- C. Transportation
- D. Aircraft Maintenance (if not covered by Operations)

MP II. Management of Equipment and Supplies

- A. Non-expendable property
- B. Supplies
- C. Conditions necessary to issue/recall equipment from a squadron
- D. Use of units' annual "wish lists"
- E. Report of survey procedures
- F. Assurance that property is used for CAP activities

MP III. Wing programs

- A. Real property program (if applicable)
- B. DRMO program
 - 1. Liaison support
- C. LG, Supply and Transportation Officer training
 - 1. OJT
 - 2. Unit visits
- D. Transportation management
 - 1. Utilization
 - 2. Inspection
 - 3. Maintenance

MP IV. Aircraft maintenance

- A. Management
 - 1. Mission availability
 - 2. Issue of aircraft to units
 - 3. Use of privately owned aircraft
- B. Maintenance
 - 1. Wing maintenance programs
 - 2. Contract maintenance
 - 3. Maintenance reimbursement procedures (brief)
 - 4. Inspection

MP V. How these actions support CAP's three main missions

- A. Aerospace education
- B. Emergency Services
- C. Cadet Programs

Lesson Objective: Explain how mission support functions support the three mission elements of the wing.

Behavioral Objectives: Legal (Duration: 40 minutes)

1. Discuss the role of the Wing Legal Officer and how his/her efforts protect the wing's members. (ref: CAPR 111-1, CAPR 112-9, Legal Officer Handbook {no number attached})
2. Discuss the wing legal officer's role with regard to state governmental relations.
3. Discuss the services available to squadrons from the wing legal office.
4. Discuss the relationship between the wing legal officer and higher echelons (region legal officer and HQ CAP/GC)
5. Describe the wing legal officer's role in administering the adverse member actions program.
6. Discuss the wing's legal position on the following issues: (ref: CAPR 39-2, CAPR 52-16, CAPR 62-2, CAPR 111-1, CAPR 112-9, CAPR 123-2, CAPP 50-13, CAPP 50-6, CAPP 110-1, Legal Officer Handbook)
 - g. cadet protection
 - h. mission liability
 - i. general liability
 - j. sexual harassment/discrimination
 - k. equal employment opportunity, if appropriate
 - l. current legal issues of importance to wing members, if appropriate
7. Describe the different CAP insurance and federal benefit policies which cover members (ref: CAPR 900-5, CAPR 900-6, CAPR 900-7)
8. Discuss what is normally covered/not covered by CAP liability policies.
9. Describe instances in which squadrons could put their coverage at risk.
10. Provide examples of when CAP insurance policies can benefit members.
11. Describe the legal officer's role in implementing these policies. (ref: CAPR 111-1, Legal Officer Handbook)
12. **Discuss how these actions support CAP's three main missions.**

Teaching Outline

MP I. The role of the wing legal officer

- A. How his/her efforts protect wing members
- B. Role with regard to state governmental relations
- C. Services available to squadrons
- D. Relationship between the wing legal officer and higher echelons
- E. Involvement in the adverse member actions process

MP II. Wing's legal position on vital issues (brief)

- A. Cadet protection
- B. Mission liability
- C. General liability
- D. Sexual harassment/discrimination
- E. Equal employment opportunity, if applicable
- F. Current legal issues of importance to wing members, if appropriate

MP III. Insurance issues**A. Classifications of different CAP insurance and Federal benefit policies covering members**

- 1. Hull Self Insurance**
- 2. FTCA/FECA**
3. Aviation liability insurance
4. Vehicle liability insurance
5. Vehicle self-insurance
6. Wing supplements, if applicable

B. What is normally covered and not covered

- 1. Instances in which squadrons/members could put their coverage at risk**
- 2. Examples of when policies benefit members**

C. The legal officer's role in implementing these policies**MP IV. How these actions support CAP's three main missions**

- A. Aerospace Education**
- B. Emergency Services**
- C. Cadet Programs**

Lesson Objective: Explain how mission support functions support the three mission elements of the wing.

Behavioral Objectives: Training (Duration: 40 minutes)

1. CAPR 280-2)
2. Discuss how the wing training program supports unit training efforts.
3. Identify the different wing/region generated training programs available to supplement national and unit training programs.
4. Describe how the wing assists instructors at the unit level.
5. **Discuss how these actions support CAP's three main missions.**

Teaching Outline

MP I. The wing's training philosophy

- A. Senior training
- B. Cadet training
- C. ES training
- D. Skills training
- E. Aerospace Education Member training

MP II. How the wing training programs support unit training efforts

- A. SAREXs
- B. Flight clinics
- C. Encampments
- D. Conferences
- E. Unit visits
- F. OJT
- G. Senior Member Training Program
- H. Etc.

MP III. Wing training of instructors

- A. Formal
- B. Informal
- C. Certification
 1. Wing specific requirements
 2. Quality control over instruction

MP IV. How these actions support CAP's three main missions

- A. Aerospace Education**
- B. Emergency Services**
- C. Cadet Programs**

Lesson Objective: Explain how mission support functions support the three mission elements of the wing.

Behavioral Objectives: Finance (Duration: 40 minutes)

1. Describe how the wing budget is determined.
2. Discuss the operations of the Wing Finance Committee. (ref: CAPR 173-2)
3. Discuss how wing finance supports wing and unit fundraising efforts, and describe wing fundraising policies. (ref: CAPR 173-4)
4. Discuss what the wing does to train and support the unit finance officers.
5. Discuss how annual squadron audits are utilized by the wing. (ref: CAPM 173-1, CAPR 173-2)
6. Discuss wing finance policies for: (ref: CAPM 173-1, CAPR 173-2, CAPR 173-3)
 - f. SAR
 - g. Counter Drug
 - h. Orientation Flights
 - i. Member/Unit reimbursement procedures
 - j. etc.
7. Discuss how these actions support CAP's three main missions.

Teaching Outline

MP I. Wing finance functions

A. Budget

1. How the wing budget is determined

B. Finance committee

C. Fund raising

D. Training of unit finance officers

1. OJT
2. Unit visits
3. Etc.

E. Audits

1. The wing audit
2. How unit audits are applied to the wing audit

MP II. Wing finance policies for:

A. SAR

B. Counterdrug

C. Orientation flights

D. Member/Unit reimbursement procedures

E. Etc.

MP III. How these actions support CAP's three main missions

- A. Aerospace Education**
- B. Emergency Services**
- C. Cadet Program**

Lesson Objective: Explain how mission support functions support the three mission elements of the wing.

Behavioral Objectives: Marketing/Public Relations (Duration: 40 minutes)

1. Describe the wing's public relations program. (ref: CAPM 190-1, CAPP 34)
 - a. internal (describe internal PR vehicles)
 - b. external (describe external PR vehicles)
2. Discuss how the wing supports the squadron's local PR programs. (ref: CAPM 1901-)
3. Describe how the wing PR function operates during actual missions. (ref: CAPM 190-1)
4. Describe the wing's relationship with state and regional media outlets.
5. Discuss PA involvement with fundraising and government relations activities, and why these are important to squadrons.
6. Discuss wing support in the recruitment and training of qualified Marketing/Public Relations staff members at the squadron level.
7. Describe how the wing utilizes the public relations materials available through NHQ, and how these materials are used to support squadron activities. (ref: CAPM 190-1)
8. **Discuss how these actions support CAP's three main missions.**

Teaching Outline

MP I. The wing public relations program

A. Internal Distribution

1. Newsletters
2. Squadron input
3. Web site
4. CAP News
5. Etc.

B. External Distribution

1. Press releases
2. Advance announcements of events
3. Marketing strategies
4. Squadron input

MP II. Program administration

A. Supporting squadron programs

B. Mission public relations

1. Training
2. Interface with agency public relations
3. Interface with media outlets

C. Fundraising

D. Government Relations

E. Relationship with media

F. Recruiting and retention of PAOs

1. Targeting

2. Training

a. Visits

b. OJT

c) ECI course preparation and support

d) Etc.

G. Use of materials available through National Headquarters

1. Wing utilization

2. How used to support squadron programs

MP III. How these actions support CAP's three main missions

A. Aerospace Education

B. Emergency Services

C. Cadet Programs

Lesson Objective: Explain how mission support functions support the three mission elements of the wing.

Behavioral Objectives: Chaplain Service (Duration: 40 minutes)

1. Provide a brief overview of the wing Chaplain Service program.
2. Discuss the chaplains' role with regard to: (ref: CAPR 265-1, CAPR 265-2, CAPP 265-1, CAPP 265-4)
 - a. Emergency Services
 - b. Aerospace Education
 - c. Cadet Program (other than involvement in the moral leadership program)
 - d. Assistance to the Air Force Chaplain Service at the base level
3. Discuss the effectiveness of the wing's moral leadership program and how squadrons can use moral leadership development in the Cadet Program. (ref: CAPR 52-16, CAPR 265-1)
4. Relate how chaplains and commanders can have an effective working relationship. (ref: CAPR 265-1, CAPR 265-4)
5. Describe how the wing and squadrons can effectively recruit and use chaplains.
6. Discuss how the wing trains unit chaplains and Moral Leadership Officers (MLO's) (ref: CAPR 50-17, CAPR 265-1, CAPP 221, CAPP 265-1)

Teaching Outline

MP I. The Chaplain Service

- A. Brief overview
- B. Brief vision of the wing program

MP II. The wing chaplain's role

- A. Emergency Services
- B. Cadet Program
 1. Moral leadership
 2. Other
- C. Aerospace Education
- D. Assistance to the Air Force Chaplain Service at the base level

MP III. Program administration

- A. Relationship with commanders
- B. Recruiting and training
 1. Chaplains
 2. Moral Leadership Officers

Lesson Objective: Explain how mission support functions support the three mission elements of the wing.

Behavioral Objectives: Inspection (Duration: 40 minutes)

1. Describe the wing's unit inspection program. (ref: CAPR 123-3)
2. Discuss the wing's self assessment program. (ref CAPR 123-3)
3. Describe the wing's grievance/complaints program. (ref: CAPR 123-2)
4. Discuss problem areas/outstanding programs found within the wing.
5. Discuss the Inspector's involvement in the no-notice safety inspection program. (ref: CAPR 60-2)
6. Describe how units can access the wing's IG system for assistance and advice.
7. Discuss the importance of the wing inspection program with regard to the safety and quality assurance of wing and squadron programs.
8. **Discuss how these actions support CAP's three main missions.**

Teaching Outline

MP I. The Inspector General Program

- A. Unit inspection program
- B. Self-assessment program
- C. Grievance/complaints program
- D. Philosophy
- E. Outstanding/problem areas within the wing

MP II. Safety issues

- A. IG involvement with the No-notice inspection program
- B. IG importance with regard to safety and quality assurance
 1. Wing overall
 2. Squadron level

MP III. Administration

- A. Accessing the IG system for assistance and advice
- B. Training
- C. Relationship with higher echelons

MP IV. How these actions support CAP's three main missions

- A. Aerospace Education
- B. Emergency Services
- C. Cadet Programs

Case Studies

Questions for facilitation

CONCLUSION

SUMMARY: Mission support encompasses all aspects of wing operations. Each specialty contributes to the accomplishment of the three main missions. The administration of a wing is particularly affected by the accomplishment of Mission Support, and how they administer these programs directly affects squadron operations: the quality of training and oversight, the issue of equipment and supplies, the assignment of staff, and the level of quality assurance.

CLOSURE: (INSTRUCTOR NOTE) Develop your own closing statement to tie your CLC together. Draw from personal experience and the lessons learned over the weekend.

Corporate Learning Course**CASE STUDIES****Mission Support Study #1**

CASE STUDY OBJECTIVE: To enable the students to apply what they have learned from the Mission Support segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 2, 3, 5, and 6.

INSTRUCTOR NOTE: Refer to Cadet Programs Study #1

CASE STUDY:

You have just told the wing Director of Cadet Programs about your concern over the quality of the wing's moral leadership program, including the potential shortcomings of your program. You have told the Director that you will assist all you can.

But you realize that *your* main problem is the lack of chaplain support in the wing, and it goes beyond moral leadership: it extends to missions, encampments, and a host of other activities.

Hint: Reference Cadet Programs Study #1 for more information.

Mission Support Study #1**Questions for Facilitation:**

1. What sources can you use to assist you in strengthening your program?

The CAC, wing staff, the wing/CP, military chaplains, lay ministers as MLOs, etc.

2. Does it necessarily entail obtaining only chaplains or MLOs?

No. The point is to build support for the chaplain program, and through that to increase resources.

It may sound like a chicken/egg problem, (possible discussion point): should jobs be created for chaplains/MLOs, or should chaplains/MLOs be recruited before jobs are secured?

3. Do you need to build squadron support? Why? If yes, how?

Yes? The chaplain program works best at the local level because that's where the people (the need) is. Build elements of the chaplain program (mission chaplains, moral leadership, cadet counseling, etc) to foster squadron support.

4. How can you strengthen your program?

Answer varies. Look for consistency in the application of the program throughout the wing.

5. Instructor's questions.

*Corporate Learning Course***CASE STUDIES****Mission Support Study #2**

CASE STUDY OBJECTIVE: To enable the students to apply what they have learned from the Mission Support segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 3, 5, and 8.

CASE STUDY:

You are on the wing Logistics staff. The wing LO has come to you to inform you that that one of the squadrons has been taking surplus items, or "screening" for themselves at the Defense Reutilization and Marketing Office (DRMO). They've only been screening for uniforms and boots, which are expensive to purchase and in short supply at the wing.

When you call the squadron logistics officer, she even tells you that she's shared some uniforms with a start-up unit across town. You know the regulations prohibiting squadrons from screening from DRMO. Still, they have only taken what they needed, and have shared any excess they do have with a squadron that needed help.

Mission Support Study #2

Questions for Facilitation:

1. What do you think happened in this scenario?

Answers vary - the squadron apparently has trouble getting needed items. Do they feel the wing/wing LO is being unresponsive (discussion point). They may not have been aware of the restriction about CAP squadrons screening from DRMO. DRMO may also have been misinformed, etc. The squadron commander may have been misinformed about DRMO procedure, etc.

2. What could the squadron logistics officer have done instead?

The squadron LG could have gone to the WG/CC or other squadrons for help or guidance, she could have arranged to take back old uniforms from current and departed unit members; thrift stores could have been searched, etc.

3. What could you have done to help had you been asked?

The wing/LG could have had the LO screen from DRMO for them, steered chits their way, accessed wing uniform supplies (if any), solicited help from other squadrons, provided funds for emergency purchases (if available), worked with wing staff to assist the squadron with raising money, etc.

4. Did the squadron LG really do anything wrong?

Technically yes, it was wrong. Was it intentional? Maybe yes, maybe no. It depends on what she knew and what she wanted to know.

FUQ: Is ignorance a valid excuse?

CAP has many sources to find information - all one really has to do is start asking questions.

FUQ: Does the unit commander share responsibility?

Yes. The squadron commander is ultimately responsible for everything that happens in the unit. S/he should also have enough experience to know what is allowed, and if not, at least to know where to look for the answers.

FUQ: Does the wing/LG (you in the scenario) share responsibility?

Yes. It is the wing/LG's responsibility to ensure that CAP directives/wing policies are disseminated and understood by all. It is also their responsibility to let the unit LGs know where they can go for help.

5. Instructor's questions.

*Corporate Learning Course***CASE STUDIES****Mission Support Study #3**

CASE STUDY OBJECTIVE: To enable the students to apply what they have learned from the Mission Support segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 6.

CASE STUDY:

You are the squadron finance officer and have been asked by the operations officer to help process several CAP Form 108s, Requests for Reimbursement. You notice that the requests for reimbursement is for a mission completed three months before, and that the fiscal year has been closed for two months.

The operations officer wants to know if the dates could be altered to ensure that the 108s are paid. He says that his pilots routinely spend hundreds of dollars out of their own pocket, and he wants to make sure that if CAP can help its members offset expenses that it does.

What can you do to resolve this situation? Can the wing help you?

Mission Support Study #3**Questions for Facilitation:**

1. Is this the "right" thing to do?

Ethically and procedurally, no. It is against CAP directives concerning the spending of appropriated dollars - which can only be spent during the fiscal year (FY) in which they were appropriated. Ethically, it would be harmful to ramrod it through, because it would signal that the rules were not made to be followed; and that it was permissible to mislead higher headquarters.

FUQ: *Could the dates on the receipts/requests be altered?*

No, again, it is illegal - the Air Force would pick it up during an audit, and it could jeopardize CAP's financial status with the government, because the Air Force could not legally defend the practice.

FUQ: *Is it unfair to hold CAP to this standard?*

It is not a question of fairness because CAP uses government appropriated dollars to pay the bills. The trade-off for the money, or the "cost" is that CAP must follow the rules established by Congress and the agencies involved in order to receive the money.

2. Who at the wing could assist you?

The wing/DO and Finance Officer can assist you in processing those forms that can still be processed. They can also reacquaint the staff members involved about proper reimbursement procedures - for mission participants, staffs, and the wing.

3. Can this be handled at the squadron level?

Perhaps, it depends on the cause of the late requests - misunderstandings, remedial training, and honest mistakes can probably be handled locally, but you have to find the problem first. And that may take help from the wing.

4. What are some of the potential problems which could be found in this scenario? How can they be solved?

The problems can be: the late filing of reimbursements - which means more out-of-pocket expenses for members. It may be caused by lack of training, improper prioritizing by the operations officer, whether the squadron finance officer pushes the staff for prompt submissions, and whether the wing pushes for proper paperwork too.

A secondary problem is the potential lack of awareness about the year-end close out procedures, and the idea that the rules can be bent in some cases to solve the problem.

When CAPF 108s are filed past the fiscal year-end date there may not be enough money to pay the bill, because the money was not set aside and the account was closed.

These problems can be solved through proper training and compliance. The best solution is to ensure that members know the proper procedures and that they file all requests for payment/reimbursement promptly.

5. Instructor's questions.

*Corporate Learning Course***CASE STUDIES****Mission Support Study #4**

CASE STUDY OBJECTIVE: To enable the students to apply what they have learned from the Mission Support segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 1, 3, and 4.

CASE STUDY:

You are the Wing Marketing and Public Relations Officer serving as the wing has suffered a terrible tragedy. During an Air Force authorized SAR mission, a CAP search plane has crashed, killing the three occupants. The victims were all members of the same unit, and preparations are being made to notify the victims' families, though this task has not been completed.

Members of the media have heard of the incident and want details, but have agreed to wait until family notifications are made. This gives you some time to work with the staff to prepare a statement.

The entire wing is in a state of shock and mourning, and you must somehow explain the tragedy to the public and the wing, while being mindful not to release details of the investigation into the crash, or to further disturb the families and friends of the victims.

NOTE: While this a disturbing scenario, unfortunately it is still possible. It is meant to serve as a multi-faceted way of highlighting the importance of the public relations function. This may be one of Marketing/PR's most important tasks.

Mission Support Study #4

Questions for Facilitation:

1. What should your message to the public be?

Possibilities: They gave their lives protecting the lives of others, and the thoughts and prayers of all CAP members go out to the victims families. In spite of this unfortunate incident CAP has a strong safety record - far stronger than general aviation. The search for the original target will proceed. The cause of the incident will be established as quickly as possible in order to protect the safety of CAP flight crews.

2. How can the virtues of core values be seen both in the scenario, and in a potential statement to the press?

It could be said that these VOLUNTEER members risked and lost their lives trying to save the lives of their neighbors; that CAP members do it all the time, and that they do this many times at their personal expense and at the expense of their families.

3. What steps should be taken to ensure privacy for the victim's families?

Be forthright to the press, but control the process, telling them that all the information will be released once the families have been notified. You can also make arrangements with local authorities to ensure the victims' families and friends are not disturbed by the press. Finally, prepare statement sheets and distribute to those members' likely to encounter the press telling them what to say and what to avoid.

4. What should the limits of your comments be concerning the incident itself?

Do not speculate as to the cause of the accident. Do not give details about the condition of the bodies or the victims' relative health at the time of the accident. Tell only what you know for sure, and when you are sure, check it again for accuracy. Stick to the old but true checklist: who, what, where, when, and when available, why.

5. Who must you coordinate with and why?

Coordinate through the wing with National Headquarters. They will be the main point of contact for Air Force, legal and compensation issues. HQ CAP/SE will also be arriving within a short time of the accident to assist in the investigation. Work with the LO and wing staff to ensure that everything happens in sequence. Work with civil authorities to ensure the statement you release is accurate and will not hamper their investigation. Finally, work with the media - if you are fair with them they will remember it.

6. Instructor's questions.